

# RESOURCES



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## Do you have resources to share?

We want to hear from you! We've provided a number of resources in this guidebook, but we know you have many more great resources that promote effective instruction. As you engage in your daily work aligned to the DCPS Teaching and Learning Framework, send in your lessons, great strategies for engaging students, or useful documents. We have already begun building a bank of resources for teachers on the DCPS Educator Portal, [www.dcps.dc.gov/educators](http://www.dcps.dc.gov/educators). Over the next school year, we will post additional resources for all teachers to access and use in their classrooms. Please send your best work to [framework@dc.gov](mailto:framework@dc.gov).

## Plan: How to Do This

This section provides teachers with guidance on how to plan for instruction and an effective learning environment.

### Plan 1: Develop Annual Student Achievement Goals

1. **Identify what outcomes, aligned to content standards, are most important for your grade level and/or course.**
  - For instance, a second grade classroom might have a goal focused on increasing reading fluency (words per minute). A ninth grade algebra classroom might have a goal focused on scoring proficient on the end of course examination.
2. **Use historical and current data to set a *measurable* goal that is likely to be *ambitious* for the average student.**
  - For instance, use a combination of past achievement levels as well as diagnostic tests at the beginning of the school year to determine what is ambitious for the class.
3. **Ensure that all students understand the goal and have a means of tracking their own progress towards the goal.**
  - For instance, students are able to track their progress toward their fluency goal by following their marker on a mountain displayed on a bulletin board in the classroom.

### Plan 2: Create Standards-Based Unit Plans and Assessments

1. **Unwrap, prioritize, and group DCPS content standards that students will master in each unit.**
  - For instance, a fourth grade math teacher who analyzed and prioritized the content standards might group a set of standards into a unit on division.
2. **Articulate essential questions for each unit.**
  - For instance, a teacher might include, “Why is division the opposite of multiplication?” as one essential question for a unit on division.
3. **Create summative assessments for each unit** (see also, Increase Effectiveness 1: Assess Student Progress).
4. **Schedule units onto a calendar.**
5. **Use diagnostic and formative assessment data to tailor plans to meet the needs of students**
  - For instance, a teacher may alter the length of specific units based on students’ strengths and weaknesses identified in a diagnostic exam.

### Plan 3: Create Objective-Driven Daily Lesson Plans

1. **Write an objective for the lesson that aligns to the content standard being addressed.**
2. **Determine how students’ progress toward mastery will be assessed.**
  - For instance, a teacher may decide to give students an exit slip with five questions to determine mastery of simplifying fractions.
3. **Choose instructional strategies, resources, and activities that will most effectively help students achieve the lesson objectives.**
  - For instance, a teacher may choose to use pattern blocks to teach a lesson on the attributes of shapes.

### **Plan 4: Adopt a Classroom Behavior Management System**

- 1. Clearly define, teach, and model the rules for behavior in your classroom and explain the rationale behind them to your students.**
  - When appropriate, have students contribute to this process to create buy-in.
- 2. Clearly explain the consequences for appropriate and inappropriate behavior.**
- 3. Use a tracking system that is easy to manage and holds students accountable for their behavior.**
  - Examples: Card Chart, Logs
- 4. Be consistent and fair in enforcing the consequences.**

### **Plan 5: Develop Classroom Procedures and Routines**

- 1. Identify the activities in your daily schedule that require procedures or routines.**
- 2. Create an efficient procedure for each activity that matches the needs of students and maintains a focus on maximizing instructional time.**
- 3. Explicitly teach, model, and practice each procedure with students.**
- 4. Consistently implement and enforce each procedure.**

### **Plan 6: Organize Classroom Space and Materials**

- 1. Arrange your classroom to support instruction.**
  - For instance, desks are placed together in groups during a cooperative learning activity.
- 2. Ensure all materials are ready for use.**
  - For instance, manipulatives such as pattern blocks are sorted and ready for distribution before beginning a math lesson.

## Plan 1: Annual Student Achievement Goals Template Exemplar

### Types of Goals

- A teacher setting **growth goals** will measure the academic growth made by students over the course of the school year.
- A teacher setting **mastery goals** will determine students' mastery of content standards.
- A teacher setting **social-emotional goals** will track improvements in positive and pro-social behaviors.

The action steps below provide teachers with a process for developing annual student achievement goals. The example outlines the action steps a sixth grade language arts teacher might take to set her annual student achievement goals. A blank template is provided on the following page.

#### 1) Identify what outcomes, aligned to content standards, are most important for your grade level and/or course.

- After reviewing the 6<sup>th</sup> Grade Reading / English Language Arts standards, the teacher recognizes that several of her priority standards target students' comprehension and analysis of various types of text.



#### 2) Use historical and current data to set a measurable goal that is likely to be ambitious for the average student.

- The teacher administers the Diagnostic Reading Assessment (DRA) or the Text Reading Comprehension (TRC) assessment as a diagnostic of her students' reading levels.
- She finds that, on average, her students read at a fourth grade level.
- Evaluating the needs of her class relative to the priority standards, the teacher considers how to set an ambitious but feasible goal.
- The teacher sets the classroom goal as:

Each student will grow at least 1.5 grade levels in reading, as measured by his or her beginning-of-year and end-of-year DRA or TRC assessments.



#### 3) Ensure that all students understand the goal and have a means of tracking their progress toward the goal.

- The teacher presents the classroom goal by facilitating a discussion about the importance of being a strong reader.
- The teacher continually reinforces the importance of the goal by linking it to daily lessons and by discussing the actions students must take to reach their individual goals.
- The teacher also regularly meets with individual students to discuss their progress toward their goals.



## Plan 1: Sample Annual Student Achievement Goals

The table below provides sample annual student achievement goals, both growth and mastery, across grade bands.

Grade Level	Growth Goals	Mastery Goals
Kindergarten – 2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>Using the DIBELS assessment, every student scoring at benchmark at the beginning of the year will maintain benchmark by the end of the year (green will stay green); and every student scoring below benchmark at the beginning of the year will increase at least one level by the end of the year (yellow to green; red to yellow or green).</li> </ul>	<ul style="list-style-type: none"> <li>Every student will demonstrate mastery of the social studies content standards with at least 80% accuracy, as measured by end-of-unit assessments.</li> </ul>
3 <sup>rd</sup> – 5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>Every student will grow 1.5 grade levels in oral reading fluency, from their baseline score to their end-of-year assessment, as measured by the DIBELS assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Every student will: (1) demonstrate mastery of math content standards by correctly answering standards-aligned questions with at least 80% accuracy; (2) correctly answer at least 80% of the questions on the DC CAS; and (3) know multiplication facts to 12 with at least 95% accuracy.</li> </ul>
6 <sup>th</sup> – 8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>Every student will grow at least 2.0 grade levels in reading, from their baseline score to their end-of-year assessment, as measured by the Diagnostic Reading Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Every student will reach or exceed an 80% average for the first 9 standards of Algebra I by the end of the 1<sup>st</sup> semester.</li> </ul>
9 <sup>th</sup> – 12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>Every student will increase his or her Lexile Score by 250L.</li> </ul>	<ul style="list-style-type: none"> <li>Every student will master the World History content standards. Students will demonstrate mastery by answering exam questions aligned to each standard with at least 80% accuracy.</li> <li>Every student will score at or above a level 3 on the AP Physics Exam.</li> </ul>

## Plan 2: Bloom's Taxonomy

<b>I. KNOWLEDGE</b>		
<i>Exhibit memory of previously-learned material by recalling facts, terms, basic concepts and answers.</i>		
KEY WORDS	QUESTIONS	ACTIVITIES
who      what      why when      omit      where which      choose      find how      define      label show      spell      list match      name      relate tell      recall      select	<ul style="list-style-type: none"> <li>• What is...?</li> <li>• Where is...?</li> <li>• How did ____ happen?</li> <li>• How would you show...?</li> <li>• Who were the main...?</li> <li>• Which one...?</li> <li>• How is...?</li> <li>• When did ____ happen?</li> <li>• How would you explain...?</li> <li>• Can you list three...?</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of the main events.</li> <li>• Make a timeline of events.</li> <li>• Make a facts chart.</li> <li>• Write a list of any pieces of information you can remember.</li> <li>• List all the...in the story.</li> <li>• Make a chart showing...</li> <li>• Recite a poem.</li> </ul>
<b>II. COMPREHENSION</b>		
<i>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.</i>		
KEY WORDS	QUESTIONS	ACTIVITIES
compare      contrast demonstrate      interpret explain      extend illustrate      infer outline      relate rephrase      translate summarize      show classify	<ul style="list-style-type: none"> <li>• How would you classify the type of...?</li> <li>• How would you compare...contrast...?</li> <li>• State or interpret in your own words...</li> <li>• How would you rephrase the meaning...?</li> <li>• What facts or ideas show...?</li> <li>• What is the main idea of...?</li> <li>• Which statements support...?</li> <li>• Which is the best answer...?</li> <li>• What can you say about...?</li> <li>• How would you summarize...?</li> </ul>	<ul style="list-style-type: none"> <li>• Cut out or draw pictures to illustrate a particular event.</li> <li>• Explain the main idea.</li> <li>• Make a cartoon strip showing the sequence of events.</li> <li>• Write and perform a play based on the story.</li> <li>• Retell the story in your own words.</li> <li>• Write a summary report of an event.</li> <li>• Outline the important facts of a chapter.</li> <li>• Speech about how to do something.</li> </ul>
<b>III. APPLICATION</b>		
<i>Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way.</i>		
KEY WORDS	QUESTIONS	ACTIVITIES
apply      build choose      construct develop      interview organize      plan select      solve utilize      model identify      experiment with make use of	<ul style="list-style-type: none"> <li>• How would you use...?</li> <li>• What examples can you find to...?</li> <li>• How would you solve ____ using what you've learned...?</li> <li>• How would you organize ____ to show...?</li> <li>• What approach would you use to...?</li> <li>• What would result if...?</li> <li>• Can you make use of the facts to...?</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a model.</li> <li>• Make a diorama to illustrate an important event.</li> <li>• Make a scrapbook about a specific area of study.</li> <li>• Make a relief map to demonstrate understanding of geological features.</li> </ul>

Adapted from *Strategic Design for Student Achievement*, Insight Education Group, Inc., 2006.

IV. ANALYSIS			
<i>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.</i>			
KEY WORDS		QUESTIONS	ACTIVITIES
analyze	categorize	<ul style="list-style-type: none"><li>What are the parts or features of...?</li></ul>	<ul style="list-style-type: none"><li>Design a questionnaire to gather information.</li></ul>
classify	compare	<ul style="list-style-type: none"><li>How is ____ related to...?</li></ul>	<ul style="list-style-type: none"><li>Write a commercial to sell a new product.</li></ul>
contrast	discover	<ul style="list-style-type: none"><li>Why do you think...?</li></ul>	<ul style="list-style-type: none"><li>Conduct an investigation to produce information to support a view.</li></ul>
dissect	divide	<ul style="list-style-type: none"><li>What is the theme...?</li></ul>	<ul style="list-style-type: none"><li>Construct a graph to illustrate selected information.</li></ul>
examine	inspect	<ul style="list-style-type: none"><li>Can you list the parts...?</li></ul>	<ul style="list-style-type: none"><li>Make a jigsaw puzzle.</li></ul>
simplify	survey	<ul style="list-style-type: none"><li>What inferences can you make...?</li></ul>	<ul style="list-style-type: none"><li>Make a family tree showing relationships.</li></ul>
distinguish	list	<ul style="list-style-type: none"><li>What conclusions can you draw...?</li></ul>	<ul style="list-style-type: none"><li>Put on a play about the study area.</li></ul>
theme	relationships	<ul style="list-style-type: none"><li>How would you classify...?</li></ul>	
function	motive	<ul style="list-style-type: none"><li>What evidence can you find...?</li></ul>	
inference	assumption		
conclusion	take part in		
test for			
V. SYNTHESIS			
<i>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</i>			
KEY WORDS		QUESTIONS	ACTIVITIES
build	choose	<ul style="list-style-type: none"><li>What changes would you make to solve...?</li></ul>	<ul style="list-style-type: none"><li>Invent a machine to do a specific task.</li></ul>
compile	compose	<ul style="list-style-type: none"><li>How would you improve...?</li></ul>	<ul style="list-style-type: none"><li>Create a new product. Give it a name and plan a marketing campaign.</li></ul>
create	design	<ul style="list-style-type: none"><li>What would happen if...?</li></ul>	<ul style="list-style-type: none"><li>Write about your feelings in relation to...</li></ul>
estimate	formulate	<ul style="list-style-type: none"><li>Can you elaborate on the reason...?</li></ul>	<ul style="list-style-type: none"><li>Sell an idea.</li></ul>
invent	make up	<ul style="list-style-type: none"><li>Can you propose an alternative...?</li></ul>	<ul style="list-style-type: none"><li>Devise a way to...</li></ul>
plan	predict	<ul style="list-style-type: none"><li>Can you invent...?</li></ul>	
solve	suppose	<ul style="list-style-type: none"><li>What would be done to minimize...?</li></ul>	
modify	change	<ul style="list-style-type: none"><li>How would you test...?</li></ul>	
improve	minimize		
happen	elaborate		
theorize			
VI. EVALUATION			
<i>Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.</i>			
KEY WORDS		QUESTIONS	ACTIVITIES
award	choose	<ul style="list-style-type: none"><li>What is your opinion of...?</li></ul>	<ul style="list-style-type: none"><li>Conduct a debate about an issue of special interest.</li></ul>
criticize	decide	<ul style="list-style-type: none"><li>How would you prove...?</li></ul>	<ul style="list-style-type: none"><li>Make a booklet about 5 rules you see as important. Convince others.</li></ul>
determine	dispute	<ul style="list-style-type: none"><li>Disprove...?</li></ul>	<ul style="list-style-type: none"><li>Form a panel to discuss views, e.g. "Learning at School."</li></ul>
judge	justify	<ul style="list-style-type: none"><li>Would it be better if...?</li></ul>	<ul style="list-style-type: none"><li>Write a letter to...advising on changes needed at...</li></ul>
compare	mark	<ul style="list-style-type: none"><li>Why did the character choose...?</li></ul>	<ul style="list-style-type: none"><li>Prepare a case to present your view about...</li></ul>
rule out	select	<ul style="list-style-type: none"><li>What would you recommend...?</li></ul>	
appraise	prioritize	<ul style="list-style-type: none"><li>How would you rate the...?</li></ul>	
interpret	explain	<ul style="list-style-type: none"><li>How would you evaluate...?</li></ul>	
prove	assess	<ul style="list-style-type: none"><li>What would you select...?</li></ul>	
perceive	deduct	<ul style="list-style-type: none"><li>Why was it better that...?</li></ul>	
importance	recommend		

Adapted from *Strategic Design for Student Achievement*, Insight Education Group, Inc., 2006.

## Plan 2: Standards-Based Unit Plan Worksheet

<b>Priority Standard</b> <i>The most complex or comprehensive standard in a given set of standards.</i>	<b>Bloom's Level</b>	<b>Desired Outcome</b>
<b>Notes</b> <i>Ideas and information to consider.</i>		
<b>Essential Questions</b> <i>Thought provoking questions that capture the essence of unit standards and assessments and hook the students into the content.</i>		

<i>Evidence to be gathered through a range of formal and informal assessments during a unit of study. Assessment methods include selected response, constructed response, performance task, or personal communications.</i>	<b>Assessment Evidence</b>
<b>ASSESSMENT</b>	
<b>SCORING</b>	

<i>A set of DC content standards that connects discrete skills or pieces of knowledge to a larger concept identified in a priority standard.</i>	<b>Clustered Standards</b>

## Plan 2: Sample Standards-Based Unit Plan

<b>Priority Standard</b> <i>The most complex or comprehensive standard in a given set of standards.</i>	<b>Bloom's Level</b>	<b>Desired Outcome</b>
	IV	
7.LT-F.7. Analyze the ways characters change or interact with others over time and give supporting evidence from the text.		
<b>Notes</b> <i>Ideas and information to consider.</i> Students will be introduced to: 1. Character change    2.Character interaction    3. Supporting evidence from the text Students will be able to: ▪ Analyze (character change and interaction) ▪ Give (supporting evidence)		
<b>Essential Questions</b> <i>Thought provoking questions that capture the essence of unit standards and assessments and hook the students into the content.</i> ▪ Why is it that some characters change over time and others do not? ▪ How do authors use characters to help convey their messages? ▪ Why is character analysis an essential part of literary review?		<b>Assessment Evidence</b>
<i>Evidence to be gathered through a range of formal and informal assessments during a unit of study. This may include selected response, constructed response, performance task, or personal communication types of assessments.</i>  <b>ASSESSMENT:</b> Constructed Response: Students will write an essay that discusses the ways one character changed throughout the novel and how those changes impacted his or her relationships with others. Students must support their ideas with evidence from the text.  <b>SCORING:</b> Essays will be scored using a teacher-developed rubric with scoring criteria in four areas: thesis, supporting evidence, organization, and mechanics.		
<i>A set of standards that connects discrete skills or pieces of knowledge to a larger concept identified in a priority standard.</i>  7.LT-F.5. Analyze plot development (e.g., conflict, rising action, falling action, resolution, subplots, flashbacks, parallel episodes) to determine whether and how conflicts are resolved.  7.LT-F.6. Describe a character based on the thoughts, words, and actions of the character, the narrator's description, and what other characters say and do.		<b>Clustered Standards</b>

## Plan 2: DC CAS Constructed Response Rubrics

Score	English Descriptions	Math Descriptions
<b>3</b>	<p>The response demonstrates a complete understanding of the passage as it relates to the question.</p> <p>The response includes support that:</p> <ul style="list-style-type: none"> <li>• is clear and complete.</li> <li>• provides relevant and specific details/information from the text.</li> </ul>	<p>The response demonstrates a thorough understanding of the mathematical concepts and processes needed to complete the task.</p> <ul style="list-style-type: none"> <li>• Response is correct and complete.</li> <li>• Response shows application of a reasonable and relevant strategy.</li> <li>• Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses using words, calculations, and/or symbols as appropriate.</li> </ul>
<b>2</b>	<p>The response demonstrates a partial understanding of the passage as it relates to the question.</p> <p>The response includes support that:</p> <ul style="list-style-type: none"> <li>• is partially clear and/or partially complete.</li> <li>• provides mostly relevant but somewhat general and/or inaccurate details/information from the text.</li> </ul>	<p>The response demonstrates a general and/or partial understanding of the mathematical concepts and processes needed to complete the task.</p> <ul style="list-style-type: none"> <li>• Response is mostly correct and may be only partially complete.</li> <li>• Response shows application of a reasonable and relevant strategy, even though only partially applied.</li> <li>• Mathematical ideas are expressed generally or partially using words, calculations, and/or symbols as appropriate.</li> </ul>
<b>1</b>	<p>The response demonstrates a minimal understanding of the passage as it relates to the question.</p> <p>The response includes support that</p> <ul style="list-style-type: none"> <li>• is minimally correct or incomplete.</li> <li>• provides inadequate, incorrect, or no relevant details/ information from the text.</li> </ul>	<p>The response demonstrates a minimal and/or limited understanding of the mathematical concepts and processes needed to complete the task.</p> <ul style="list-style-type: none"> <li>• Response is only minimally correct or incomplete.</li> <li>• Application of a strategy is indicated or implied, but the strategy may reflect a misunderstanding of mathematical concepts and/or procedures.</li> <li>• Mathematical ideas are expressed in a limited manner and are flawed.</li> </ul> <p>Use of words, calculations, and/or symbols is attempted.</p>
<b>0</b>	<p>The response demonstrates no understanding of the passage as it relates to the question. Any details/information that is included is incorrect or irrelevant.</p>	<ul style="list-style-type: none"> <li>• The response demonstrates no understanding of the mathematical concepts and processes needed to complete the task.</li> <li>• Response is incorrect, incomplete, or missing.</li> <li>• Response shows no application of a strategy or shows application of an irrelevant strategy.</li> <li>• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.</li> </ul>

## Plan 3: Sample Lesson Planning Template

<b>Standard</b>
<b>Objective</b>
States what students are expected to know and/or do by the end of the lesson.
<b>Assessment</b>
Allows students to demonstrate mastery of the newly acquired skill or knowledge.
<b>Develop Student Understanding of the Importance of the Objective</b>
<b>Connecting to Prior Knowledge</b>

<b>Warm-up</b>	<b>Time:</b>
Teacher hooks students to the content, activates students' prior knowledge, and introduces the objective.	
<b>Transition:</b>	
<b>Teacher Input / Introduction of New Material</b>	<b>Time:</b>
Teacher engages students in the content using appropriate instructional strategies.	
<b>Transition:</b>	
<b>Guided Practice</b>	<b>Time:</b>
Students engage in the application of new learning with support from the teacher.	
<b>Transition:</b>	
<b>Independent Practice</b>	<b>Time:</b>
Students work individually, in pairs, or in groups to reinforce skills and demonstrate mastery.	
<b>Transition:</b>	
<b>Closure</b>	<b>Time:</b>
Teacher guides student reflection on the lesson's objective and significance.	

## Plan 3: Sample Lesson Plan - Elementary

### Standard:

- 3.G.1.** Compare and analyze attributes and other features (e.g. number and shape of sides, faces, corners, right angles, diagonals, and symmetry) of two-dimensional geometric shapes, especially the attributes of triangles (isosceles, equilateral, right) and quadrilaterals (rectangle, square).

**Objective:** By the end of the lesson, students will be able to construct and classify angles, triangles, and quadrangles.

### Warm-Up: (Partner Activity)

Each student takes 4 of each size straw and 4 twist ties. Give students a few minutes to make a design or geometric shape. Do not bend the straws. Have the students share their designs or geometric shapes with a partner.

Ask students to discuss as a class how it is possible to represent 2-dimensional shapes in different ways: with concrete materials such as straws and twist ties or rubber bands on a geoboard, with pictures or constructions, and with verbal descriptions.

Tell students that in this lesson they will construct a number of specific 2-dimensional shapes using straws and twist ties and discuss how the shapes are similar and different. (Read objective with students.)

### Introduction of New Material (Whole Class)

#### *Constructing Angles:*

Students take 2 straws and 1 twist tie. Have students insert the twist-tie into one end of each straw to join them. Lead the class into a discussion of angles. As angle-related terms are introduced, write them on the board.

- The straws form an **angle**. They meet at a point called a **vertex**.
- A **right angle** is a square corner. (Have students use their straws to show a right angle, an angle larger than a right angle, and an angle smaller than a right angle.)
- Draw an angle on the board. Relate that the angle is made of two rays that have the same endpoint—the vertex of the angle.
- Label the vertex *B*. Mark and label a point A and point C. Name the angle,  $\angle ABC$ . The middle letter in the name of an angle always names the vertex. Ask students to give another name for the same angle.



## Guided Practice (Whole Class, Teacher Led):

### *Constructing Triangles and Quadrangles:*

Have students join three straws of different lengths and lay their constructions flat on their desks. Have them identify the shape. Continue to write vocabulary on the board.

Have students take any four straws to make a construction. Identify the terms given to four-sided constructions. (quadrangles or quadrilaterals)

Have students follow the directions below.

- Make a quadrangle with all four sides equal in length and all right angles.
  - What is the shape called?
- Pull two opposite corners of the square in opposite directions. (Model for students.)
  - Are the angles still right triangles?
  - Are the pairs of sides still the same length?
  - What is the new shape called?
- Use two straws of one length and two straws of another length. Make a quadrangle with pairs of opposite sides the same length and all right angles.
  - What is the name of the shape?
- Pull opposite corners of the shape.
  - Are all of the angles still right angles?
  - What is the new shape?
- Continue by having the students make a trapezoid using straws of different lengths.
  - Are any of the angles right angles?
  - Are any of the sides the same length?

**Independent Practice** (During this time, teacher circulates to do visual checks for understanding, the activity sheets are also collected as formative assessments.)

Activity Sheet: Students complete a sheet to practice comparing and naming various angles and shapes, using images, their drawings and their manipulatives.

Students sort pattern blocks according to rules.

*Polygon Search* Activity: Students have a picture of a design composed of multiple polygons. Using clues, they must locate specific polygons or other shapes from the lesson within the design.

## Closure:

### *Exit Slip*

On an exit slip with a Venn diagram, have students compare two angles they created, or two triangles, or two quadrangles. (Enrichment: students who finish early can compare properties of multiple categories.) Ask them to write or share how they are alike, and how they are different.

## Plan 3: Sample Lesson Plan - Secondary

**Standard:** 12.DC.5.2. Describe how the home rule charters of 1802, 1812, and 1820 gave District residents a voice in their local government.

### Objective:

By the end of one 90-minute class, students will write two paragraphs that identify the pros and cons of Home Rule for the District of Columbia and a third paragraph that makes an argument for or against the District having more autonomy.

### Warm-Up:

Teacher writes the definition of autonomy on the board. Ask students to brain-storm why a group of people would want to have autonomy. Ask them to brain-storm and list consequences of not being autonomous - socially, politically, or economically.

Write list on board after a few students share.

### Teacher Input/Introduction of New Material:

Teacher prepares outcomes of lesson by sharing with students: “You work in the mayor’s office in 1820. A new act, the Municipal Charter of 1820, is being debated in Congress. Your boss wants you to research home rule in Washington, analyze the pros and cons of home rule, and give him an oral report on why more autonomy for Washington, DC would benefit the city. You must research the history of home rule up until this point, evaluate the pros and cons of home rule, and summarize your findings in a logical presentation which you can deliver in a memo to your boss.”

Explain key concepts of autonomy, and reviews examples of powers granted to states that Congress exercises in regard to the District. Emphasis should be given to powers which relate to issues that students have reported as relevant to their communities.

### Guided Practice:

Jigsaw – Working in groups of three, each student will select one of the home rule charters, 1802, 1812, and 1820 and research the details of the charter and what rights it specifically gave to Washington, DC. Students are to create a three column chart as a pre-writing exercise. They will fill in the information for the charter they research, focusing on 1) powers granted/denied, 2) structure, relationship to federal government, and 3) purpose of government.

Students share their charter to the other two students, continuing until all three charters have been shared within the group. Students will fill in the other two columns as information is shared.

### Guided Practice (continued):

As teacher floats around assisting groups, accountability of students' work will be demonstrated by students asking, questioning, learning and teaching each other as well as completing the table. Students should be explaining, engaging and questioning their group members and working together to master the essential knowledge relating to the home rule charters in Washington, DC.

### Independent Practice:

Given resources below, students research the changes that occurred in DC as a result of the home rule charters of 1802, 1812, and 1820. Students analyze and examine what changes and improvements Washingtonians made with their autonomy under the home rule charters. Students research whether they changed schools, built infrastructure, made DC more aesthetically pleasing, and/or developed a local government. Source: <http://prorev.com/dchomeru>

From the resources students add information to their tables on physical and public improvements in DC as a result of these charters. Furthermore, students must evaluate and note if the advancements made during the home rule periods were positive, negative, sufficient, insufficient, etc.

In an on-demand writing, students write a memo to their boss that identifies the pros and cons of home rule, as well as an argument for why (or why not) more autonomy for Washington, DC would benefit the city. Memos will be collected for assessment.

### Closure:

Have a brief-reflective discussion once writings are completed.

- A) Students examine why Congress and others have been opposed to home rule for the past 140-plus years. Students identify the arguments they made for maintaining control in the District. Students analyze clippings on page 425 of City of Magnificent Intentions, reading two or more, and recording the arguments against Home Rule in DC. For each argument against home rule, students create a counter-argument.
- B) Connect back to the Warm-Up, and ask students if the reasons/arguments they discovered in class today were reasons/arguments they identified earlier?

## Plan 3: Writing Lesson Objectives

### SMART OBJECTIVES

**Specific** – Objectives clearly specify what students will know and/or do.

**Measurable** – Objectives are observable and quantifiable.

**Aligned** – Objectives are aligned to a standard.

**Rigorous** – Objectives are aligned to the level of cognition (Bloom’s Taxonomy) in a standard.

**Time-Bound** – Objectives indicate by when students will demonstrate mastery.

### Examples

#### Standard

7.LT-F.7. Analyze the ways characters change or interact with others over time and give supporting evidence from the text.

#### Objectives

At the end of the lesson, students will be able to:

Identify at least 3 ways in which Malvolio’s character changes appearance, attitude, etc. in *Twelfth Night*.

### Considerations

- Objectives and standards are not necessarily in a one-to-one ratio.
- You may create several objectives for one standard.

## Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

### Tier 1

Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher or the appropriate school-level committee.

Behavior	Disciplinary Response(s)
1.1 Refusal to present school-issued identification upon request	<ul style="list-style-type: none"> <li>• Verbal redirection or reprimand</li> <li>• Teacher-student conference</li> <li>• Parental contact in writing or by phone</li> <li>• Teacher-parent conference</li> <li>• Temporary removal of student from classroom*</li> <li>• In-school disciplinary action*</li> <li>• Behavior contract</li> <li>• Other school-based consequences as approved by a person designated by the Chancellor</li> </ul>
1.2 Attending class without required class materials or assigned work	
1.3 Off-task behaviors that demonstrate disengagement from classroom learning	
1.4 Behaviors that disrupt or interfere with classroom teaching and learning	
1.5 Unexcused lateness for school or class	
1.6 Inappropriate displays of affection	
1.7 Excessive noise in the classroom, hall, or building	
1.8 Running in the classroom, hall, or building	
1.9 Communication with staff and peers that is not polite, courteous, or respectful	
1.10 Directing profanity or obscene/offensive gestures toward peers	
1.11 Refusal to comply with reasonable staff instructions, or classroom or school rules	
1.12 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	
	<p>*Definition included on page 22. Complete policy document (DCMR Chapter 25) is available on the DCPS website.</p>

## Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

### Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Behavior	Disciplinary Response(s)
2.1. Using computer/office equipment without permission	<ul style="list-style-type: none"> <li>• Verbal redirection/reprimand</li> <li>• Teacher-student conference or Administrator-student conference</li> <li>• Parental contact in writing or by phone</li> <li>• Administrator-parent conference</li> <li>• Temporary removal of student from classroom*</li> <li>• In-school disciplinary action*</li> <li>• Behavior contract</li> <li>• Other school-based consequences as approved by a person designated by the Chancellor</li> </ul> <p>*Definition included on page 22. Complete policy document (DCMR Chapter 25) is available on the DCPS website.</p>
2.2. Intentional misuse of school equipment/supplies/facilities	
2.3 Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones)	
2.4 Noncompliance with an approved dress code <sup>1</sup>	
2.5 Leaving classroom without permission	
2.6 Unexcused absence from class	
2.7 Unauthorized presence in hallway during class time	
2.8 Unexcused absence from school <sup>2</sup>	
2.9 Inappropriate or disruptive physical contact between students	
2.10 Directing profanity or obscene/offensive gestures toward staff	
2.11 Throwing objects that may cause injury or damage property	
2.12 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others	
2.13 Documented pattern of persistent Tier 1 behavior	

<sup>1</sup> In the case of non-compliance with an approved dress code or uniform policy, disciplinary actions are described in DCMR Chapter 24 Section B2408.16

<sup>2</sup> DCMR Chapter 21 (Attendance and Transfers) provides guidance about student attendance

## Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

### Tier 3

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or off-site suspension.

Behavior	Disciplinary Response(s)
3.1 Inappropriate use of DCPS computer or network (restricted websites, offensive emails)	<ul style="list-style-type: none"> <li>• Verbal redirection/reprimand</li> <li>• Teacher-student conference or Administrator-student conference</li> <li>• Parental contact (written or by phone)</li> <li>• Parent conference</li> <li>• Temporary removal of student from classroom*</li> <li>• Behavior contract</li> <li>• In-school disciplinary action*</li> <li>• Grade reduction for academic dishonesty</li> <li>• On-site short-term suspension* with provision of appropriate intervention services</li> <li>• Off-site short-term suspension*, except in response to unexcused tardiness or absence</li> <li>• Off-site medium-term suspension*, except in response to unexcused tardiness or absence</li> </ul> <p>*Definition included on page 22. Complete policy document (DCMR Chapter 25) is available on the DCPS website.</p>
3.2 Sale or distribution of any item without authorization	
3.3 Possession or distribution of obscene or pornographic material on school premises	
3.4 Possession or use of tobacco	
3.5 Use of alcohol	
3.6 Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia	
3.7 Unauthorized possession, use, or distribution of over-the-counter medication	
3.8 Verbal, written, or physical threat to person or property (including intimidating postures)	
3.9 Obscene, seriously offensive, or abusive language or gestures	
3.10 Causing disruption on school properties or at any DCPS-sponsored or supervised activity	
3.11 Gambling	
3.12 Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language	
3.13 Engaging in sexual acts on school premises or at school-related functions	
3.14 Leaving school without permission	
3.15 Academic dishonesty	

## Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

### Tier 3 (continued)

Behavior	Disciplinary Response(s)
3.16 Forgery	<ul style="list-style-type: none"> <li>• Verbal redirection/reprimand</li> <li>• Teacher-student conference or Administrator-student conference</li> <li>• Parental contact (written or by phone)</li> <li>• Parent conference</li> <li>• Temporary removal of student from classroom*</li> <li>• Behavior contract</li> <li>• In-school disciplinary action*</li> <li>• Grade reduction for academic dishonesty</li> <li>• On-site short-term suspension* with provision of appropriate intervention services</li> <li>• Off-site short-term suspension*, except in response to unexcused tardiness or absence</li> <li>• Off-site medium-term suspension*, except in response to unexcused tardiness or absence</li> </ul>
3.17 Lying to or giving misleading information to school staff	
3.18 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)	
3.19 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)	
3.20 Hazing	
3.21 Bullying, or using humiliating, or intimidating language or behavior including Internet bullying	
3.22 Possession of tools or instruments which school administrators deem could be used as weapons	
3.23 Engaging in reckless behavior that may cause harm to self or others	
3.24 Extortion	
3.25 Fighting where there is no injury and no weapon	
3.26 Trespassing	
3.27 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others	
3.28 Documented pattern of persistent Tier 2 behavior	
	<p>*Definition included on page 22. Complete policy document (DCMR Chapter 25) is available on the DCPS website.</p>



## Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

### Tier 4

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors result in off-site suspension.

Behavior	Disciplinary Response(s)
4.1 Acts of vandalism, destruction of property, or graffiti	<ul style="list-style-type: none"> <li>Off-site short-term suspension*, except in response to unexcused tardiness or absence</li> <li>Off-site medium-term suspension*, except in response to unexcused tardiness or absence</li> <li>Off-site long-term suspension*, except in response to unexcused tardiness or absence</li> </ul>
4.2 Documented theft of school or personal property without force	
4.3 Interfering with school authorities or participating a major disruption of the school's operation	
4.4 Tampering with, changing, or altering an official record or document of a school	
4.5 Persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business	
4.6 Lewd or indecent public behavior or sexual misconduct	
4.7 Sexual harassment	
4.8 Retaliation for reporting harassment and sexual harassment	
4.9 Fighting which creates substantial risk of or results in minor injury	
4.10 Inciting others to violence or disruption	
4.11 Activating false alarm	
4.12 Contaminating food	
4.13 Possession of a weapon* or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act	
4.14 Using an article that is not normally considered a weapon to intimidate or threaten another individual	
4.15 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the school operation, destroys school property, or causes significant harm to self or others	
4.16 Documented pattern of persistent Tier 3 behavior	
	<p>*Definition included on page 22. Complete policy document (DCMR Chapter 25) is available on the DCPS website.</p>

## Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

### Tier 5

Tier 5 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier V behaviors result in off-site suspension or expulsion.

Behavior	Disciplinary Response(s)
5.1 Acts of exceptional misconduct at other schools	<ul style="list-style-type: none"> <li>Off-site long-term suspension*, except in response to unexcused tardiness or absence</li> <li>Expulsion*</li> </ul>
5.2 Vandalism/destruction of property over \$500	
5.3 Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia	
5.4 Possession or distribution of alcohol	
5.5 Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001)	
5.6 Causing serious disruption or damage to school's computer systems, electronic files, or network	
5.7 Possession of fireworks or explosives	
5.8 Theft or attempted theft using force, coercion, intimidation or Threat of violence	
5.9 Assault/physical attack on student or staff	
5.10 Fighting which results in a serious physical injury	
5.11 Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury	
5.12 Using an article that is not normally considered a weapon to injure another individual	
5.13 Use, threatened use, or transfer of any weapon*	
5.14 Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.	
5.15 Any behavior that violates the Gun Free School Act	
5.16 Deliberate acts that cause severe physical injury to another person (s)	
	<p>*Definition included on page 22. Complete policy document (DCMR Chapter 25) is available on the DCPS website.</p>

## Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

### Tier 5 (continued)

Behavior	Disciplinary Response(s)
5.17 Assault with a weapon	<ul style="list-style-type: none"> <li>Off-site long-term suspension*, except in response to unexcused tardiness or absence</li> <li>Expulsion*</li> </ul> <p>*Definition included below. Complete policy document (DCMR Chapter 25) is available on the DCPS website.</p>
5.18 Commission or attempted commission of any act of sexual assault or sexual aggression	
5.19 Arson	
5.20 Biohazard	
5.21 Bomb threat	
5.22 Any other intentional use of violence, force, coercion, Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the D.C. Public Schools	
5.23 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others	
5.24 Documented pattern of persistent Tier 4 behavior	

### Definitions of Disciplinary Responses

**Temporary Removal of Student from Classroom** – removal from the student’s classroom for less than half a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.

**In-School Disciplinary Action** –disciplinary actions such as after-school detention, loss of privileges (including recess), exclusion from extracurricular activities, written reflection, conflict resolution, mediation, or similar actions of short duration that do not result in the student’s loss of academic instruction time.

**Short-Term Suspension**—on-site or off-site suspension for one (1) to five (5) school days for Secondary students or one (1) to three (3) school days for Elementary students).

**Medium-Term Suspension**—suspension for six (6) to ten (10) school days.

**Long-Term Suspension**—suspension for eleven (11) to ninety (90) school days.

**Expulsion**—the denial of the right of a student to attend any DCPS school or program, including all classes and school activities, except DCPS Alternative Educational Settings, for one (1) calendar year.

**Weapons**— Include, but not limited to: weapons enumerated in DC Official Code 22-4514 (2001); firearms, knives, martial arts devices, air gun, bb gun, paintball gun, mace, pepper spray, tear gas, explosives, slingshot, bullets, chemical weapon, razorblade, razor, other weapons or instruments designed to be or commonly used as weapons (chains, clubs, knuckles, night sticks, pipes, studded bracelets) and others as listed in DCMR Chapter 25.

## Plan 4: Instructional Behavior Management Plan Template

### TARGETED CLASSROOM BEHAVIORS

*(Identify expected student behaviors. Be specific.)*

### EXPECTATIONS

*(Create classroom rules that are clearly and positively stated. No more than 5 expectations)*

1	2	3	4	5

### REWARDS

*(A reward system should be progressive.)*

1<sup>st</sup> Time:

2<sup>nd</sup> Time:

3<sup>rd</sup> Time:

4<sup>th</sup> Time:

5<sup>th</sup> Time:

### CONSEQUENCES

*(A consequence system should be progressive.)*

1<sup>st</sup> Offense:

2<sup>nd</sup> Offense:

3<sup>rd</sup> Offense:

4<sup>th</sup> Offense:

5<sup>th</sup> Offense:

### ACTION PLAN

*(Create steps on how you will communicate your expectations to your students.)*

## Plan 4: Sample Instructional Behavior Management Plan

<b>TARGETED CLASSROOM BEHAVIORS</b> <i>(Identify expected student behaviors. Be specific.)</i> <i>Use assigned seat    Attentive listening    Finishing activities    Proper use of materials</i>				
<b>EXPECTATIONS</b> <i>(Create classroom rules that are clearly and positively stated. No more than 5 expectations.)</i>				
<b>1</b> <b>BE ORDERLY.</b> Enter the classroom and take your seat quietly.	<b>2</b> <b>BE RESPECTFUL.</b> Listen when someone is talking.	<b>3</b> <b>BE RESPONSIBLE.</b> Do your class work and homework.	<b>4</b> <b>BE TIDY.</b> Clean as you go.	<b>5</b>

<b>REWARDS</b> <i>(A reward system should be progressive.)</i>
1 <sup>st</sup> Time: Verbal praise
2 <sup>nd</sup> Time: Notes to Parents
3 <sup>rd</sup> Time: Certificate of Good Character
4 <sup>th</sup> Time: Announcement at Assembly
5 <sup>th</sup> Time: Pasta Party with the Teacher

<b>CONSEQUENCES</b> <i>(A consequence system should be progressive.)</i>
1 <sup>st</sup> Offense: Verbal warning
2 <sup>nd</sup> Offense: Teacher-Student Conference
3 <sup>rd</sup> Offense: Parental Contact
4 <sup>th</sup> Offense: Contract Signing
5 <sup>th</sup> Offense: Teacher-Parent Conference

<b>ACTION STEPS</b> <i>(Create steps on how you will communicate your expectations to your students.)</i>
<ol style="list-style-type: none"> <li>Clearly define, teach, and model the rules for behavior in your classroom and explain the rationale behind them to your students.                             <ul style="list-style-type: none"> <li>When appropriate, have students contribute to this process to create buy-in.</li> </ul> </li> <li>Clearly explain the consequences for appropriate and inappropriate behavior.</li> <li>Use a tracking system that is easy to manage and holds students accountable for their behavior.                             <ul style="list-style-type: none"> <li>Examples: Card Chart, Logs</li> </ul> </li> <li>Be consistent and fair in enforcing the consequences.</li> </ol>

## Plan 5: Procedures and Routines Checklist

Teachers can use the following checklist to prepare procedures and routines for common classroom activities and events.

	Procedure	Check
<b>Movement</b>	Entering the Room	
	Bathroom & Water Fountain	
	Hallway Passes	
	Dismissal/ Exiting Classroom	
	Hallways and Stairs	
	Moving to Groups/Centers	
<b>Materials</b>	Managing Books	
	Distributing Materials / Papers	
	Students without Pens/Pencils	
	Managing Homework	
	Tests and Quizzes	
	Pencil Sharpener, Tissue, Trash	
	Coats, Bags, Lunches	
<b>Interactions</b>	Getting Whole Class Attention	
	Students Speaking in Class	
	Managing Cooperative Groups	
	Managing Centers	
	Absent or Tardy Students	
	Students Who Finish Early	
<b>Miscellaneous</b>	Attendance and Lunch Count	
	Fire Drill	
	Plans for Substitute Teacher	
	New Students	
	Unplanned Interruptions	

## Plan 5: Example Procedures

### Movement

- Entering the Room
- Restroom or Water Fountain
- Dismissal
- Hallway and Stairs
- Transitioning to Small Groups
- Lining Up
- Walking through the Hallway

**Inefficient Scenario:** Students enter the class at different times talking loudly about incidents that took place during breakfast or on the bus. They fumble around asking each other for pencils and paper. Some of them only begin the assigned task when directed to do so, even though the Warm Up is written on the board everyday.

**Procedure:** “After you line up quietly outside of the room, I will come to the door and welcome you inside. You will walk immediately to your assigned seat, take out your homework, put it on the corner of your desk, and begin working on the Warm Up.”

### Material Management

- Managing Books / Materials
- Students without Pens / Pencils
- Collecting Homework
- Tests / Quizzes
- Pencil Sharpener, Tissue, Trash
- Distributing Work

**Inefficient Scenario:** During a group activity, students individually pick up materials from the materials shelf in the back of the room. Students begin to argue over colors and spill some of the materials on the floor. Meanwhile, students who are waiting for the other students to finish getting materials are sitting in the background talking noisily.

**Procedure:** “I have prepared all of the materials for the project and placed them in five bins in the back. The “Materials Manager” for each group will collect the materials bin when it is time to begin the activity. They will be in charge of distributing materials from their Materials Bin. The materials manager from each table will also be responsible for collecting materials from his/her small group and returning them to the Materials Bin when the activity is finished.”

## Classroom Interactions

- Getting Whole Class Attention
- Students Getting Teacher Attention
- Students Speaking in Class
- Managing Learning Groups
- Managing Centers (Moving or Stationary)
- Playing Games

**Inefficient Scenario:** You would like to get the attention of your rambunctious class to make an important announcement about their work. You have tried getting their attention, only to find they are growing louder. You stand quietly and hope that they notice your silence. One student sees this and motions for the class to quiet down... 8 minutes have passed.

**Procedure:** “I will clap my hands three times and raise my hand when I need you to listen to some very important directions. When you hear the clapping, clap three times and raise your hand. I need your eyes on me and all talking and working to stop while I make my important announcement. Let’s try it.”

## Task Interruptions

- Absent or Tardy Students
- New Students
- Attendance and Lunch Count
- Early Finishers
- Unplanned School Interruptions
- Playing Games

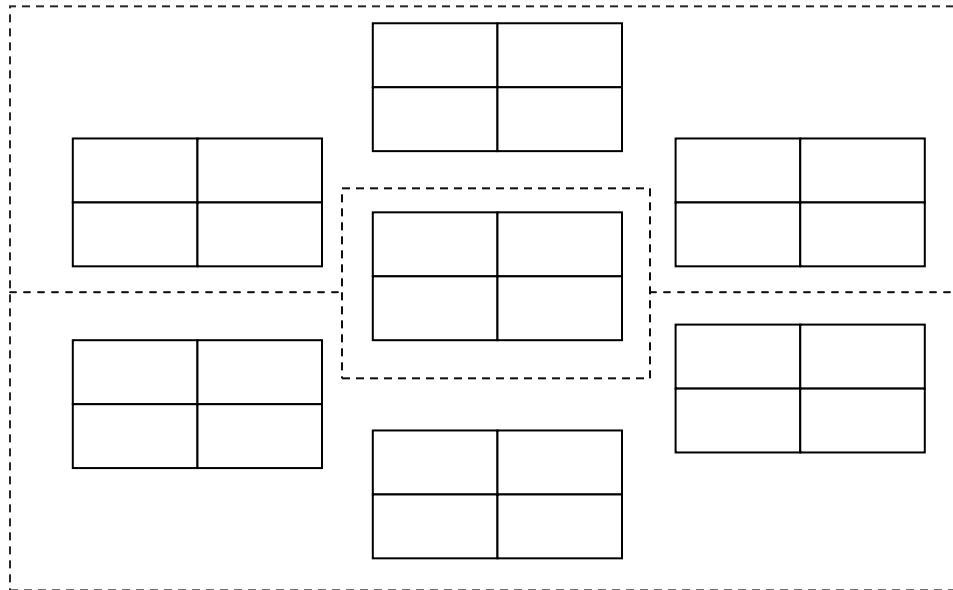
**Inefficient Scenario:** After taking a short quiz, some of your students hand in the quiz and find themselves talking with each other. This distracts some of the other students who now feel rushed in an attempt to catch up with their speedy counterparts. Furthermore, they have taken to talking to some of the test takers and you are sure that some of them may be cheating.

**Procedure:** “When you are finished with your quiz, you may choose any of the activities on the ‘Assign Yourself’ wall. This means you may work quietly on any of the ten activities until I call time for the quiz.”



## Plan 6: Sample Seating Chart

The seating arrangement should facilitate ease of teacher movement and allow for efficient student-talk and student grouping.



Teacher  
Movement

## Plan 6: Tools for Materials Management

### Materials Supply Box Example

**Group Materials Box #\_\_\_**

Before returning this box, ensure it contains all of the following:

- 1 pair of scissors
- 1 complete package of colored pencils
- 1 glue stick
- 4 complete sets of student response cards
- 4 highlighters

## Teach 1: Standards, Objectives, and Essential Questions

### STANDARD

What is a learning standard?

*A learning standard identifies the content and/or skills students will master within a year or a course.*

### OBJECTIVE

What is an objective?

*An objective states what a student will know and/or do by the end of a lesson.*

How are objectives different than standards?

*Objectives are specific, measurable, and aligned to the standard.*

*Objectives are the necessary steps to master a standard.*

*A standard may require several objectives.*

### ESSENTIAL QUESTION

What is an essential question?

*An essential question is an open-ended question that promotes enduring understanding around an overarching concept of a unit.*

*An essential question helps students reflect on their learning before, during, and after classroom instruction.*

How are essential questions different than objectives?

*Essential questions guide a unit, while objectives guide a lesson.*

*Essential questions are broad and can have several correct answers.*

*Objectives are specific and result in a measurable or observable outcome.*

## Teach 1: Strategies to Engage Students with the Lesson Objective

### K-W-L Chart

In a three-column chart, students record what they “Know” about a topic and what they “Want to Know” about the topic in the first two columns. During the closing, or later in the lesson, students record what they “Learned” in the last column.

### Give One, Get One

On a two-column graphic organizer, students brainstorm what they know about a topic in the left (“Give One”) column. Then they circulate to exchange their ideas with classmates, recording new ideas in the right (“Get One”) column.

### Word Web

Write your topic in a middle circle. Put details in surrounding circles. Circles can be added as necessary.

### Concept Map

Write the topic in the center circle. Complete the surrounding boxes as they pertain to the topic: definition, rationale, what it’s not, considerations.

### Quick Write

Introduce the lesson topic in a blank box. Determine how long you want students to record what comes to mind when they reflect on that topic.

### Whip around

Invite each student in the class to offer what comes to mind when a topic is introduced to the class. Give each student one opportunity to contribute. Students can select the next speaker, or chime in when they are ready. Some teachers challenge the class to each share within a certain time frame: 2, 3 or 5 minutes.

### Brainstorm

Ask the whole class, individuals, or small groups to brainstorm new ideas about a topic. They may brainstorm solutions to a problem, causes of an effect, outcomes from a process ... Invite students to share their thoughts. It is important to honor every idea – the silly ideas are often valuable and lead to important connections (or misconceptions that need to be addressed).

### Around the World

After introducing a topic ask students to generate a list of words they associate with that topic. Instruct all students to stand. Moving clockwise around the room, ask each student to share the first word on their list, then the second, and the third ... Students sit down when they have no new words to contribute. The last person standing will be the one with the most words generated.

### Anticipation Guide

Before introducing a new text or topic, determine the main ideas. Create a list of statements, not questions, relating to the material: Rain forests are only found in South America; The Cold War ended when the Berlin Wall fell; Love is stronger than hate ...

Ask students to agree or disagree with the statements. Invite students to share their thoughts around their answer and discuss as a group.

## Teach 1: Lesson Openers

### KWL Chart

KWL charts allow students to activate prior knowledge and probe their wonderings about a topic. Before introducing a concept, students work individually or as a team to fill in the “Know” and “Want to Know” portions of the chart. Using information gathered on the charts, a teacher can more effectively plan instruction. At the end of the lesson, students fill in the “Learned” portion of the chart. Teachers can use the “Learned” column to informally assess if the lesson objectives have been achieved.

TOPIC: \_\_\_\_\_

Know	Want to Know	Learned
What do you already know?	What would you like to know?	What new information have you learned?

### Making Predictions

A chart for making predictions reinforces the skills of predicting and inferring and allows teachers to gauge students’ prior knowledge.

Objective	My Prediction	Clues	What Really Happened
What are we learning today?	What do I think this is going to be about?	What are some clues in the objective that lead me to predict what will happen?	What was the lesson really about?

## Teach 1: Lesson Closers

### Gallery Walk

A gallery walk is a great way for students to move around at the end of a lesson and to ensure they understand both the content and the purpose of the lesson. A teacher posts different scenarios and questions in various parts of the classroom and students must use the knowledge built during the lesson to answer the questions.

### Exit Slip

An exit slip (or exit ticket) is a question or series of questions that students must answer before leaving the classroom. Responses provide a snapshot of whether students met the lesson's objective and inform a teacher's plans for future instruction. Teachers can use index cards, journals or scrap sheets of paper for exit slips.

### Answer Cards

Each student is given a set of four cards, either color coded or labeled by letter or number. The teacher posts or asks a question and lists the answer choices. The students hold up the card that corresponds to their answer choice. Teachers can advise students not to discuss their answers or look around when raising their card. The teacher quickly surveys the responses to assess and address students' (mis)understanding.

### White Boards

Each student is provided with a white board, a dry erase marker, and an eraser (a sock works great). After a teacher posts or asks a question, students are given time to write their answers. At the end of the work time, the teacher asks the students to raise their boards to reveal their answers. The teacher quickly surveys the responses to assess and address students' (mis)understanding. Alternatives to white boards: laminated cardstock, shower board from a local home improvement store, paper and marker, or cardstock in plastic sleeves.

### Buddy Check-in

Students work together in pairs to coach each other on math problems. One student answers the problem while the other student coaches him or her through the problem. The students switch roles for each problem.

## Teach 2: Emphasizing Key Concepts in a Memorable Way

### Modeling

Effective teachers often show how they process new information.

1. *Role Playing*- A teacher acts out how to solve a problem or answer a question. For example, dramatize ideas that involve steps or sequencing.
2. *Think Alouds*- A teacher walks students through his or her thought process. For example, “Since the set contains 5 numbers, I just need to find the middle number to find the median. Now as I check my answer, I see that it was incorrect. I wonder why? Let’s look back at the notes. Now I see! I was supposed to put the numbers in order before finding the middle number. I will do that first and see if I get the right answer.”

### Techniques for Emphasizing Key Concepts

Effective teachers use strategies that emphasize important parts of the lesson.

- |                   |  |
|-------------------|--|
| 1. Repetition     | Ask students to repeat key words or ideas at various points during a lesson.   |
| 2. Movement       | Students can associate concepts with hand gestures or body motions, such as using their arm to demonstrate the differences between obtuse, acute and right angles.                                 |
| 3. Music/ Rhyming | Put ideas to a beat or rhythm. For example, when rounding, some math teachers may say, “Five or more, raise the score. Four or less, give it a rest.”  |
| 4. Color Coding   | Students can use highlighters during reading to denote various ideas or concepts. For example, students can differentiate between verbs and nouns by highlighting verbs in blue and nouns in pink. |
| 5. Relevance      | Use experiences from students’ lives or popular culture to relate new information in a lesson.   |

## Teach 3: Strategies for Making Content Accessible and Challenging to All Students

	Strategy	Description
Low-Prep	Reciprocal Teaching	After careful teaching and modeling, students take ownership for the four comprehension strategies: Predicting, Questioning, Clarifying, and Summarizing. At first the teacher leads the dialogue around each step, and gradually the students lead the conversation in pairs or small groups.
	Computer Assisted Instruction	Present instructional or accelerated material using computers. Many educational computer programs are available online and from computer stores and textbook companies. Make sure that the programs or websites support the standard and SMART objective and that you have checked all links for content and functionality before you assign students.
	Think-Pair-Share	Allow students to read or think about an answer to a question, discuss their answer in pairs, and then share out. By allowing students to prepare and get feedback on answers with a partner, they will be more confident and likely to share out to the class.
Moderate-Prep	Videos	Instructional videos range from short clips from the internet to full-length documentaries.
	Graphic Organizers	Graphic organizers are tools to help students organize content. Graphic organizers can be as simple as Venn diagrams or more complicated like flow charts and cause-effect models.
	WebQuest	Most or all of the content delivered through a WebQuest comes from the internet. Students are given a list of tasks to accomplish and accompanying websites. Students engage with the material on the sites, and answer questions, play games, take quizzes, and engage with the material interactively. Like with computer assisted instruction, it is essential to check the links and content regularly to make sure it is functional and aligned to the standard.
	Extension Activities	To keep your early finishers on-task and learning at high levels, extension activities are prepared ahead of time and students are directed to them after finishing the main assignment. Extension activities should be aligned to the standard and the SMART objective and include enough guidance so that students can finish or complete them independently. Extension activities can enrich the learning or pre-alert students to upcoming lessons.

	Strategy	Description
High-Prep	Levels of Support	Create three versions of an assignment: Most Support (typically fill in the blank or sentence starters in an outline for writing, and sample problems with steps for problem-solving), Some Support (typically include sentence starters or a blank outline for writing, and a sample problem without labeled steps for problem solving) and Least Support (just the prompt for writing or the problem to be solved). Students choose which level of support to use, but may need guidance. This method can be used for homework assignments, essays, projects, and more.
	Learning Centers	A learning center is an area of the classroom where a variety of hands-on materials and meaningful activities are available for students to choose. Since classroom space is often at a premium, a learning center can also be a desktop, a tub, or even a bag of materials. The main thing to remember is that learning centers should provide opportunities for students to be actively involved in learning and making choices in a variety of ways, each of which are aligned to the standard and SMART objective for the lesson.
	Audio-Recordings	It is easier for many struggling readers to succeed if they read along with an audio recording. If your book or text comes equipped with recordings, this is a low-prep strategy. However, students are equally engaged by homemade recordings. You can add drama to the readings, and even have excellent readers in your class or others record the readings for variety.

Includes strategies from *The Skillful Teacher* (Saphier et. al., 2008), *Fulfilling the Promise of the Differentiated Classroom* (Tomlinson, 2004).



## Teach 3: Strategies to Engage Students in Work

	Strategy	Description
Warm-up	Morning Mystery	Post a challenging question or riddle related to the objective for the day. Students should create the best answer they can. Great morning mysteries have answers that students don't expect.
	Chalk Talk	Pose several open-ended questions on chart paper around the room. Provide students with markers and have them write their reactions. Students may comment on other posts, draw arrows to connect thoughts, put check marks if they agree, etc. Students should not speak.
	Give one, get one	Give students a grid with two columns labeled "Give one" and "Get one." Pose a question with multiple (more than 10) possible answers. Have students fill in the "give one" column. Students then travel around the room giving one answer to each classmate, and getting one in the other column. The activity continues until all students' papers are full.
	Word Splash	To engage students in reading, pull words from the article and splash them about a page, using word art to make the words look exciting. Choose a central concept to place in the middle of the page. Ask students to write out ways in which the words are related to the center topic. Then tell students the answers are in the article. Students will read eagerly to check their answers.
Teacher Input/ Introduction to New Material	Metaphors for Meaning	During direct instruction, make connections between your content and things familiar to students. Match systems and their components to complex concepts. For example, relate the parts of a cell to a city, or parts of an essay to a cheeseburger.
	Foreshadowing	Take a term or an idea that crops up and create a brief image of what it will be about. Do this so that when the students get to that point it is not totally strange territory. Say things like "in the next unit, we will be learning about..." or "remember what you just said about x, because it will come in when we y..."
	Jigsaw	Choose readings on different topics and/or different levels. Assign students based on level, or have students select based on interest. Like pieces of a puzzle, students report out to their group members about their reading. Students feel confident because they are the expert in their own area.
	Levels of Support	Create three versions of an assignment: Most Support, Some Support, and Least Support. Students choose which assignment to complete, but may need guidance. Any assignment, including guided practice, independent practice, and homework can be modified to include differing levels of support.
	Drama	Dress up and take on the persona of a character to help hook students into instruction. This can range from a famous scientists or historical figure to a character in a book or play. Teach concepts using "personal experience."
Guided Practice	Silent Victory	In pairs, students get one small white board and a marker, one pen, and one piece of scrap paper. On their whiteboards, students silently record answers to questions that are either spoken aloud or displayed on a projector. Their partners may offer written assistance, but make no noise. At the end of time, all students hold up their boards and receive a point for a correct answer. Students lose points for making noise. Students take turns writing on the whiteboard. This works best with low-level objectives.

**Strategies to Engage Students in Work (continued)**

	Group Jobs	When doing group activities, all students should have a specific role to fulfill. Make sure you are also clear about which products are the responsibility of all individuals regardless of their jobs.
	Whiteboards	On poster-sized whiteboards, groups of students practice concepts or synthesize information. All group jobs apply to this activity as well. Any activity you can do with chart paper is more fun with whiteboards. Students like the lack of permanency of dry erase markers, and feel safe making mistakes.
Guided and Independent Practice	Hold 'em Up!	For categorizing or classifying, give students colored cards with different categories. Ask a question or provide a scenario for your students and ask them to choose the corresponding card. After an appropriate amount of time, ask students to hold up their cards. Before revealing the correct answer (if there is one), have students defend their choices through discussion.
	Praise, Prompt, Leave	When providing guidance to a student who raises their hand and doesn't get it, do only 3 things: 1. Praise what the student has already accomplished. If the student is stuck on the first step of the task, praise his work during the previous lesson segment. 2. Prompt the student to continue by working on the next step of the problem. 3. Leave immediately. Do not wait around for the student to get stuck on subsequent steps, because the other students will become disengaged.
Independent Practice	Visual Instruction Plans	A Visual Instructional Plan (VIP) is simply a lesson plan in visual form, like the set of plans that accompanies a model airplane. Its objective is to be utterly clear to someone who has never done the task before. Students can use this as a guide during practice. Make sure it shows one step at a time, includes a picture for every step, and does not rely heavily on words.
	RAFTs	RAFT stands for Role, Audience, Format, Topic. In a RAFT, students take on a particular role, develop a product for a specified audience in a particular format and on a topic that gets right at the heart of what matters most in a particular segment of study. Students can choose their role and the corresponding audience, format, and topic.
	Learning Menus	Learning menus give learners choice while ensuring they focus on the essential knowledge, understanding, and skills. The menus have three sections: "main courses" which everyone must do, "side dishes" of which students choose two or three, and "desserts," which are optional, or extra credit.
	Pick Your Product	Students choose the final form their product will take. Students can choose to write a kids book, create a news report or brochure, write a series of letters, teach a lesson, or create a comic strip. The possibilities are almost endless, but make sure that the options you present allow students to demonstrate mastery of the objective and corresponding standard.
	I-Searches	The I-Search is an inquiry-based internet research process. The overall goal of the I-Search is to actively engage students in the research process as they pursue questions of importance that they care about. Through the I-Search a student can satisfy "a genuine itch" that needs to be scratched "until they have quieted it."

**Strategies to Engage Students in Work (continued)**

Closing	Objective Check	Return to the lesson objective posted on the board. Have a student read the objective, and use equity sticks to have students prove they can meet the objective.
	Whip-around	To ensure participation from everyone in the class, do a whip-around in which each student states one thing they've learned, one question they still have, or one thing they already knew but reviewed that day.
	Tickets Out	In order to be dismissed from class, students can have a ticket out of the room, by stating some learning aloud for the class. For example, a student may have to list a country, a literary device, or an original example of a simile, to be dismissed. Offer more than one question for students to choose to answer.
	Exit Tickets	Exit tickets are quick closing quizzes that students must complete before leaving the class. This is the last thing they hand in on their way out the door, and should be a quick assessment aligned to the standard and objective for the day. Offer more than one question for students to choose to answer.
	Sticker Scales	Create scales on sentence strips, ranging from "I'm completely lost" to "I've totally got it." Put a different topic or skill on each one. Have students put stickers along the scale to describe their level of understanding. Ask for volunteers to ask questions or demonstrate their understanding, depending on where they placed their sticker.
All	Design-a-Day	Students plan out their work for the day. Students can choose how to take in new information (reading individually, with a partner, or teacher lesson), practice (centers, written, oral), and demonstrate mastery. This is a combination of all the forms of engaging instruction seen above.
	Equity Sticks	Students write their names on popsicle sticks and the teacher collects them in a container. Students are called randomly using equity sticks. If you know students are timid, you can pre-alert them by pulling three equity sticks at a time, so students know their names are coming up.
	Work the Room	Never be still! Students are more likely to become disengaged if they are far away from you for significant periods of time. Travel throughout the classroom, making sure to be close to all students throughout the lesson.

Includes strategies from *The Skillful Teacher* (Saphier et. al., 2008), *Fulfilling the Promise of the Differentiated Classroom* (Tomlinson, 2004), and *Tools for Teaching* (Jones, 2007).

## Teach 3: Levelled Cornell Notes

Levelled Cornell notes can be used to provide differentiated levels of support for students. Students in need of the most support receive a sheet with prompts for the details, topic headings, and a prompt for the summary. Students needing medium support are provided the topic headings only. Students needing the least support are provided with a blank template.

Title:	
Topics	Details
Helping the Helpless Handraisers	Describe Helpless Handraisers.  What is difficult about Helpless Handraisers?
Reinforcing Helplessness	What lesson components typically catch teachers with Helpless Handraisers?  What do helpless handraisers gain from their helplessness?
Praise-Prompt-Leave	Describe the method.  What are important points to remember?
Visual Instruction Plans	Describe the method.  What are important points to remember?
Say-See-Do Teaching	Describe the method.  What are important points to remember?
Summary: In your summary, include a description of Helpless Handraisers, and details about 3 ways to help them become more independent.	

## Teach 4: Multiple Ways to Engage with Content

	Effective Engagement Depending on the Content Being Taught
Visual Ways	<ul style="list-style-type: none"> <li>• Introducing new content through a short video clip.</li> <li>• Having students draw conclusions from illustrations in stories or textbooks.</li> <li>• Presenting information in graphic organizers.</li> <li>• Displaying and referring to posters with visual representations of content.</li> </ul>
Auditory Ways	<ul style="list-style-type: none"> <li>• Using songs and chants to help students remember concepts.</li> <li>• Reading aloud with inflection in your voice and thinking aloud as you model solving complex problems.</li> <li>• Explaining content during direct instruction or contained in visual aids.</li> <li>• Providing audio recordings of books or content for students.</li> <li>• Allowing students to present orally.</li> </ul>
Kinesthetic Ways	<ul style="list-style-type: none"> <li>• Inviting students to act out scenes from readings.</li> <li>• Teaching students gestures and motions to help them learn vocabulary.</li> <li>• Assigning students to become parts of larger concepts.</li> </ul>
Tactile Ways	<ul style="list-style-type: none"> <li>• Organizing or ordering information on index cards or cut-outs.</li> <li>• Modeling math concepts using blocks, money, or other objects.</li> <li>• Learning letters by tracing them with their fingers.</li> <li>• Building models.</li> </ul>
Interpersonal Ways	<ul style="list-style-type: none"> <li>• Facilitating small- and large-group discussions related to the lesson objective.</li> <li>• Hosting Socratic seminars led by students.</li> <li>• Providing opportunities for think-pair-share.</li> <li>• Letting students teach each other through verbal explanations.</li> </ul>

The table above is not an exhaustive list of the ways or strategies to engage students with the content. Teachers can provide students with ways of engaging with content that target learning modalities (auditory, visual, kinesthetic/tactile) or multiple intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic), or for using effective teaching strategies.

## Teach 5: Check For Student Understanding Strategies

Selecting Individual Students for Questioning	
1.	<b>Equity sticks:</b> On the first day, give all students popsicle stick to write their names on. Keep the sticks by period in a cup (or beaker). Draw a stick to select a student to respond. Draw sets of sticks to create student groups. Keep drawn sticks in a separate pile so all students eventually get called.
2.	<b>Dice:</b> Use two dice to randomly select a student to respond – the first die corresponds to a table group, the second corresponds to a seat position in the group. For larger classes, use more dice. You can also use gaming dice that have a large number of sides, assign each student a number (their roster number) and roll to select an individual student.
3.	<b>Index cards:</b> Variation on popsicle sticks. Each card has a student name on it. Shuffle the cards and draw a name. Has the added advantage of being a place to keep notes on students or student scores.
4.	<b>Ball toss:</b> Use a spongy ball to select which student will respond. They can throw it back to you or select the next student by calling their name and then throwing it to them.
5.	<b>Characteristics:</b> Select students based on characteristics such as tallest, wearing the color red, closest birthday, etc. Effective for choosing roles within a group.
6.	<b>Conferencing with Individual Students:</b> Set up a system to call individual students to your desk or a station at the back of the room while the rest of the class is working an assignment. Questions can be customized to individual student needs and levels.
7.	<b>General Questioning Strategies:</b> Ask clarifying questions. Ask reading comprehension questions. Ask students to rephrase material.
8.	<b>Checks During Individual and Group Work Time:</b> Scan progress of students working independently. Call on students individually from within groups. Draw on peer conversations/explanations. Move around to look at each group's work.
Student Self-Assessment Tools	
1.	<b>Fist to Five:</b> Students indicate on a scale from zero to five how confident they are with a topic. Can also be used to select multiple choice options. The teacher should make sure that <u>all</u> students are participating, stopping until full participation is achieved. To get an honest response, the teacher can ask student to close their eyes before giving the rating, assuring students that this information is important to him/her.
2.	<b>Thumbs Up/Thumbs Down:</b> Students indicate their level of confidence with an idea with their thumbs – up, down, sideways. Can also be used to vote on something or respond to questions with a limited number of options. Variation: “Put your hands on your head if...”
3.	<b>Stoplight Cups:</b> Get sets of a green, yellow, and red plastic cup for each desk/seat in your class. Students use the cups to signal their level of understanding of a discussion or activity. If they are getting it, they keep it on green. If they start to get confused, they flip to yellow. If they are totally lost, flip to red. The teacher can call on a student with a red cup to ask what they don't understand. A student with a green cup can then be chosen to answer the questions.
4.	<b>Line of Confidence:</b> Students indicate their level of confidence with a question/topic by lining up with extremes designated on either end of the room. Alternatively, students can all line up in the center of the room and take steps forward or backward relative to the starting point.
5.	<b>Written Self-Assessment:</b> Students reflect on their progress in writing and turn in their paper for the teacher to review.

Closed Question Poll of Entire Class	
1.	<b>Mini-Whiteboards:</b> Each student is given a whiteboard and marker. They can bring in an old sock as an eraser. Responses are written on the board and then held up for the teacher to evaluate. Can also be adapted with larger boards for a group.
2.	<b>Response Cards:</b> A set of cards (either four colors or numbered with large numbers/letters) on a ring is set at each seat/desk (even tied to the chair). Students hold up a card to indicate their response. Response Cards can also be customized to a given lesson/unit. For example, in biology, cards with the different phases of cell division could be made. Cards can be stored for reuse year to year.
3.	<b>Blinders with Winking:</b> Students put their hands next to their eyes and indicate their response by winking their left or right eye or both eyes.
4.	<b>Direct Content Check Signals:</b> Students make signals to indicate the correct response: fingers make math operation signs, correct punctuation marks in air, fingers draw in the air A [area], P [perimeter], or B [both] depending on the word problem.
5.	<b>Four Corners:</b> Students can vote for the correct choice by moving to one of the four corners of the room.
6.	<b>Pinch Chart:</b> Students number 1 to 4 along the edge of a sheet of paper or along the back cover of a notebook. To indicate their response, they pinch the selected number and hold it up. Often easier to keep track of than loose cards.
7.	<b>Personal Response Systems:</b> Electronic devices that transmit a signal to a computer which can tally responses and track individual progress. Results can be displayed with an LCD projector. Can also be used in a think-pair-share model: students select a choice, then discuss the result with a seat partner, and then re-vote on the correct choice.
8.	<b>Unison Response/Choral Response:</b> Students respond together to a question with a one-word or short-phrase response. The volume and confidence level of the response can give the teacher feedback. Could also be used with verbal fill in the blank questions.
Open-Ended Question Poll of Entire Class	
1.	<b>Think-Pair-Share:</b> Classic activity in which students think of a response to a question (often writing it down), pair up with a partner to discuss their choice, then one from the pair (or a few selected students) shares the result with the whole class.
2.	<b>Constructed Response:</b> An open-ended, higher level cognitive question that is used to assess a student's reading comprehension; a question that asks a student for information or an explanation; a question that is based on a stimulus that reminds students to use details from the text to explain and support their answers; a question that is not scored for spelling and punctuation.
3.	<b>Role Playing:</b> Students act out a scene, situation, equation, reaction, process, etc.
4.	<b>Gots/Needs Wall:</b> Students are given two post-it notes at the end of class. On the first they write what they got out of the lesson; on the second they write what they need (clarification, more examples, etc.). The teacher can review the responses and cluster like ones together. At the start of the next lesson, the teacher can summarize the results, answer commonly occurring questions, and efficiently review the last lesson to connect to new ideas.
5.	<b>Exit Ticket Quiz:</b> A brief quiz given at the end of class to assess main ideas from the lesson.
6.	<b>One-Question Quiz:</b> In the middle of the class, ask a one-question quiz. Collect and sort responses while students do an independent activity. This could also look like a short writing assignment.
7.	<b>Whip-around:</b> Each and every student shouts out a brief key idea/key work that they got out of the lesson. No discussion of choices allowed!

Adapted from Teach For America, Los Angeles Professional Learning Community Workshop "Understanding the Checking: Using Quick Formative Assessment Strategies" 1/31/09

## Teach 6: Tips for Scaffolding

### Support for students to succeed when they cannot first succeed independently

#### Focus on vocabulary:

- Ask student to define the key terms in the question or to give examples.
- Prompt student with key terms related to the answer.
- Define a key term for the student as a hint (or have another student define it for you, then return to the initial student).
- Ask what they do know about the topic.
- *What does the word \_\_\_\_\_ mean?*
- *What are some examples of . . . ?*

#### Connect ideas and activate background knowledge:

- If the question is related to content that was already addressed or that the student should be familiar with, begin by activating background knowledge. The student can then be prompted to extend the idea.
- *Do you remember when . . . ?*
- *What do you know about . . . ?*
- *We just talked about \_\_\_\_\_, which is related to what this question is asking.*

#### Chunking:

- Break the task into smaller parts.
- *Why don't you first \_\_\_\_\_?*
- *Let's focus on a smaller part. What is...?*

#### Backtrack:

- Especially in situations which involve a sequence of step or ideas, go backwards in the process (or to lower levels of complexity) to identify the source of the confusion.
- *Let's take a few steps back. Before this step, what did we do?*

#### Targeted Questioning:

- Ask a series of questions related to the topic to identify the source of confusion and push the student to respond correctly.

#### Wait Time:

- Put a premium on processing time.
- *Do you need help or time?*

#### Rephrase/Re-contextualize:

- Restate the question in different terms or offer a parallel question in a different context.
- Use an analogy.
- *Let me try to state the question a different way.*

#### Clues and Hints:

- Give students the first step in a process or refer them to a visual in the room which might be helpful in answering the question.
- Give hints or cues with mnemonics.
- Create cue cards to direct students toward.
- Give other visual cues or gestures or draw a sketch on the board.
- Point to the poster on the wall with a hint to the answer.
- *The color spectrum follows the order Roy G. Biv. What are the colors in a rainbow?*

#### Focus On Thought Processes:

- Have student verbalize their thinking process to identify errors.
- Give concrete prompts.
- Suggest strategies or procedures.
- Model.
- Coach.
- Conduct a "think-aloud" of going through the process and then have the student repeat it.
- *I want you to talk me through the process. As you are thinking it, tell me what you are mentally doing.*



## Teach 6: Responding to a Student's Incorrect Answer

### Scaffold Incorrect Answers

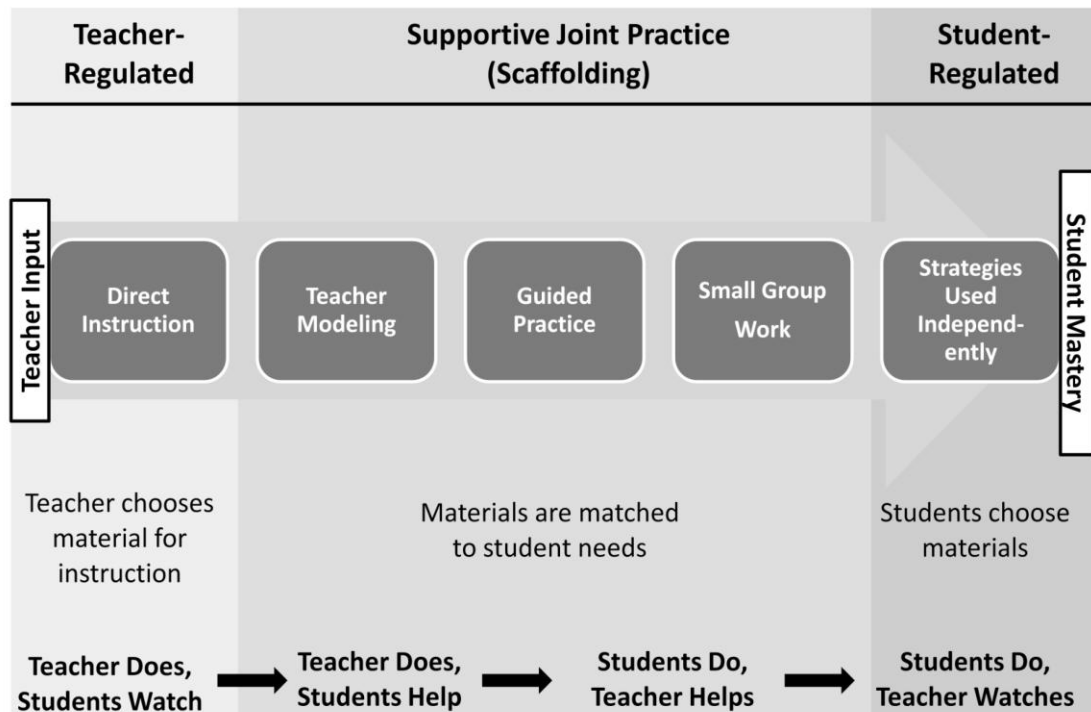
Effective teachers scaffolding incorrect answers by breaking a response into component parts so that s/he can figure out exactly where a student's understanding of a concept broke down.

Sample Sentence Starters		Example
<ol style="list-style-type: none"> <li>1. "What do you mean by...?"</li> <li>2. "Can you give me an example of...?"</li> <li>3. "What is the definition of...? How does your answer relate to this definition?"</li> <li>4. "Can you explain why you based your answer on this rather than _____?"</li> <li>5. "What are your reasons for saying this?"</li> <li>6. "Can you be more specific by breaking down your thoughts into what you did first, second, last, etc."</li> <li>7. "Let me see if I understood you. Do you mean _____?"</li> <li>8. "Can you rephrase your answer?"</li> <li>9. "What I heard you say was _____. Is that what you meant?"</li> <li>10. "Pattie, do you agree with the answer Bruce just gave? Why or Why not?"</li> </ol>		<p style="text-align: center;">5 1 6 5 9</p> <p>Teacher: Kevin, there are five numbers in this set. Can you tell us what the median of this data set would be?</p> <p>Kevin: The median is 6.</p> <p>Teacher: How do you know the median is 6?</p> <p>Kevin: Well, since there are five numbers in the set, the median is the number in the middle and here the number in the middle is 6.</p> <p>Teacher: You are correct in saying the median is the middle number but there is one step that comes before choosing the number in the middle. Do you remember what it is?</p> <p>(Wait 3- 5 seconds)</p> <p>Kevin: Oh! I was supposed to put them in order.</p> <p>Teacher: Excellent! When you put the numbers in order, what do you find the median is?</p> <p>Kevin: The median is 5.</p> <p>Teacher: Great job thinking through that!</p>

## Teach 6: Using Scaffolding to Promote Student Mastery of Content

### Scaffolding Learning

Scaffolding occurs when teachers provide supports as students learn new content. Supports can take the form of leading questions, reminders, and hints and serve to guide student development of skills and knowledge.



## Teach 7: Developing Higher-Level Understanding through Effective Questioning

### Effective Questioning

The teacher frequently develops higher-level understanding through effective questioning. Nearly all of the questions used are effective in developing higher-level understanding. The teacher uses a variety of questions.

Sample Question Starters		Example
<ol style="list-style-type: none"> <li>1. "Why do you think this is the case?"</li> <li>2. "What would you have to change in order for..."</li> <li>3. "What's another way you might..."</li> <li>4. "What would it look like if..."</li> <li>5. "What do you think would happen if..."</li> <li>6. "How was...different from..."</li> <li>7. "How did you decide/determine/conclude..."</li> <li>8. "What is the connection between...and..."</li> <li>9. "What if the opposite were true? Then what?"</li> <li>10. "How might your assumptions about...have influenced how you are thinking about..."</li> </ol>		<p>Data set: 5 1 6 5 9</p> <p>Teacher: Jennifer, this data set has five numbers. Can you tell us what the median of this data set would be?</p> <p>Jennifer: The median is 5.</p> <p>Teacher: 5? Why wouldn't the median be 6? Isn't that in the middle?</p> <p>Jennifer: Yes, but when you put the numbers in order from least to greatest, 5 is in the middle.</p> <p>Teacher: Great Job! What do you think would happen if I put a 7 into the data set? Would my median still be 5?</p> <p>Jennifer: No because now there are two numbers in the middle, 5 and 6.</p> <p>Teacher: So is my median now 5 and 6?</p> <p>Jennifer: No, your median is 5.5 because you need to find the average of 5 and 6 to find the median.</p> <p>Teacher: Excellent Job!</p>

## Teach 7: Assessing Critical Thinking Question Stems

While circulating around the classroom and observing group discussions, pose the following questions to assess students' critical-thinking abilities. Keep notes on individual students and use during conferences to provide feedback and to assess at the end of the project.

Examples of Questions	
<b>Questions of clarification:</b> <ul style="list-style-type: none"> <li>• Could you give me an example?</li> <li>• Is your basic point ___ or ___?</li> <li>• How does ___ relate to ___?</li> <li>• Could you explain that further?</li> <li>• Why do you say that?</li> </ul>	<b>Questions about viewpoints or perspectives:</b> <ul style="list-style-type: none"> <li>• How would other groups or types of people respond? Why? What would influence them?</li> <li>• How would people who disagree with this viewpoint argue their case?</li> <li>• Did anyone see this another way?</li> <li>• What is an alternative?</li> <li>• What would be another way of saying that?</li> </ul>
<b>Questions that probe assumptions:</b> <ul style="list-style-type: none"> <li>• What is being assumed?</li> <li>• Why would somebody say that?</li> <li>• How would you justify taking this view?</li> <li>• Is this always the case?</li> </ul>	<b>Questions that probe implications and consequences:</b> <ul style="list-style-type: none"> <li>• What effect would that have?</li> <li>• If this and this are the case, then what else must also be true?</li> <li>• What are you implying by that?</li> <li>• How do you know you've considered the consequences?</li> </ul>
<b>Questions that probe reasons and evidence:</b> <ul style="list-style-type: none"> <li>• How could we go about finding out whether that is true?</li> <li>• Is there reason to doubt that evidence?</li> <li>• What would be an example?</li> <li>• What led you to that belief?</li> <li>• What criteria do you base that argument on?</li> <li>• Why do you think that is right?</li> <li>• How does that apply in this case?</li> <li>• By what reasoning did you come to that conclusion?</li> <li>• Who is in a position to know if that is the case?</li> </ul>	<b>Questions about the question:</b> <ul style="list-style-type: none"> <li>• To answer this question, what questions would we have to answer first?</li> <li>• Is this the same issue as...?</li> <li>• How is that question going to help you?</li> <li>• Can you think of any other questions that might be useful?</li> <li>• Is this question easy or hard to answer? Why?</li> </ul>

Adapted from: Intel Teach Program Assessing Projects

[http://educate.intel.com/en/AssessingProjects/AssessmentStrategies/CheckingUnderstanding/ap\\_informal\\_question\\_examples.htm](http://educate.intel.com/en/AssessingProjects/AssessmentStrategies/CheckingUnderstanding/ap_informal_question_examples.htm)

## Teach 8: Suggestions for Efficient Pacing

### Set and Reinforce Time Limits

The following are ways to help teachers maintain an efficient pace of instruction.

#### A Timer

A timer is a good way to keep track of how much time is left in a particular part of a lesson. Kitchen timers, alarm clocks or even online timers, such as the one at [www.online-stopwatch.com](http://www.online-stopwatch.com), help teachers maintain an efficient instructional pace.

#### A Time Keeper

Assign a student to keep track of the time for various parts of a lesson cycle. The student may be in charge of giving you a 5 minute warning, and they may be in charge of resetting the timer for various parts of a lesson.

#### Include Time on Your Daily Agenda

By posting times, a teacher can check the clock periodically to ensure the lesson is moving along at an efficient pace.

## Routines, Procedures and Transitions

1. Identify the specific areas where routines, procedures and transitions are necessary for your classroom.

Typical categories include:

- General expectations for behavior
- Beginning and ending the class day or period
- Materials and equipment
- Group work
- Seatwork and teacher-led activities
- Between segments of your lesson, ie., between guided practice and independent practice

2. Involve students in the design or communicate the reason for the procedure and routine.
3. Explain and demonstrate.
4. Give students time to practice demonstrating.
5. Reinforce the routines, procedures and transitions regularly.
6. Don't teach too many at once.

## Teach 8: Strategies for Maximizing Instructional Time

Strategy or Process	Explanation
Delegate jobs	Teach students how to do some of the management tasks you would ordinarily do (wheeling the overhead projector into place, distributing and collecting materials to match the planned activity for the day) to reduce setup time and to protect the maximum amount of time to be with students to guide their learning.
Reward efficiency	Give students incentives for being efficient with tasks: a number of minutes that will be allocated for a preferred activity if they accomplish transitions within a prescribed period of time.
Organize materials	Organize the materials you need for the lesson and keep them close. Place the materials students will need in an accessible location.
Allow sufficient time for transitions	This helps avoid a harried pace but challenges students to be efficient.
Minimize time spent on discipline	Deal with disruptions and off-task behavior quickly, directly, and privately when possible.
Pre-alert students	Provide students with advance notice of transitioning so they have time to shift gears.
Make it memorable	Start and end lessons on time with meaningful activities. The opening and closing minutes of a lesson are likely to be the most memorable.
Establish routines	Establish routines where students anticipate coming into class and starting immediately on a three to five minute opening activity.
Monitor time	When there is an activity where students are expected to complete within a time frame, make sure it's reasonable. Then let them know what it is at the outset, and provide a way to help students monitor their pace. For example, assign a student time keeper, use an hour glass or overhead timer.

Strategy or Process	Explanation
Pause for processing time	<p>Pause every eight to ten minutes of direct instruction, and require students to process what they have been hearing, seeing, or doing so they have an opportunity to absorb it, register it in memory, and connect it to existing knowledge.</p> <p><i>Example processing strategy:</i></p> <p><b>10:2 Strategy-</b> Here the teacher presents material for 10 minutes, then stops for 2 minutes. During this pause, students share their notes, fill in gaps in their own notes, and help each other clarify concepts.</p>
Pulse the learning	Balance or chunk periods of direct instruction and information input with independent or small group opportunities for students to practice, apply and get feedback and support with new learning tasks.
Allow think time	After posing instructional questions to all students, pause and protect at least three to five seconds of silence so all have the opportunity to process what the questions are asking and to construct a thoughtful response.
Have supplemental work ready	Have relevant and meaningful supplemental work ready for students who finish tasks early.
Anticipate pitfalls	Anticipate areas where students might have questions or face challenges. Have answers ready and back-up assignments prepared.
Pace instructional delivery	Instruct at a pace that is rapid enough for students to handle for reviewing or reinforcing learning. However, instruct at a slower pace when introducing new materials.
Check for understanding	<p>Student understanding is the key to pacing. Student misunderstanding is the biggest enemy of pacing because it can manifest in lots of questions during instruction or off-task behaviors that disrupt the lesson. Checking for understanding frequently is the key to managing this issue. After checking, adjust instruction in response to student understanding.</p> <p><i>For more information on checking for understanding, review Teach 5.</i></p>

## Teach 8: Steps for Responding to Inappropriate or Off-task Behavior

### Ask

**Step 1: ASK** for participation using appropriate tone and body language.

**Say:**

- “I need your undivided attention.”
- “Johnny, please stop talking.”

### Close

**Step 2: CLOSE** in using proximity.

**Do:**

- Walk over to the student and discreetly repeat your request.

### Talk

**Step 3: TALK** with the student.

**Do:** Avoid disrupting the learning for others by giving the class a quick reflection activity related to the given topic. Then, initiate a quick conference with the student(s) engaged in inappropriate or off task behavior, in or out of class.

**Say:**

- “Is everything alright?”
- “Why haven’t you responded to any of my requests?”
- “What can I do to help you get on task?”

## Teach 8: Re-Engage Without Disruption

Effective teachers refocus the attention of disruptive students without disrupting the flow of their lesson. These teachers respectfully redirect behavior by using proximity, verbal prompts, or non-verbal signals.

Proximity	Verbal Prompts	Non-Verbal Signals
Using space to indicate to students that you need their attention <ul style="list-style-type: none"> <li>• Stand next to a student’s desk</li> <li>• Walk through aisles</li> </ul>	Short phrases used to redirect student behavior <ul style="list-style-type: none"> <li>• Use student’s name in the lesson</li> <li>• Respectfully ask student to stop behavior</li> <li>• Remind student of the expectation</li> </ul>	Ways to redirect behavior without speaking <ul style="list-style-type: none"> <li>• Place sticky notes with messages on the desks of students when they misbehave</li> <li>• Use eye contact</li> <li>• Clap and have students clap when they hear you</li> <li>• Raise a hand to call attention</li> </ul>



## Teach 9: Strategies for Investing Students in Their Work

Student Behavior	Strategies
Rarely works to their full potential	<ul style="list-style-type: none"> <li>• Have the student teach a concept s/he has mastered to another student as reinforcement.</li> <li>• Provide the student with a variety of assignments. Require him or her to select a minimum number from the total amount to complete that day.</li> <li>• Have the student develop a flow chart of the steps necessary to complete a task.</li> <li>• Tape record assignments and allow student to listen to directions as often as is necessary.</li> <li>• Have the student listen and take notes following the “Who, What, Where, When, How, and Why” format when concepts are presented.</li> <li>• Reinforce all measures of improvement.</li> </ul>
Does not complete assignments after receiving directions or instructions	<ul style="list-style-type: none"> <li>• Structure the environment to provide student with increased opportunities for help or assistance.</li> <li>• Have student maintain a record of his/her performance in attempting new assignments or activities.</li> <li>• Present the task in the most interesting and attractive manner possible.</li> <li>• Provide the student with shorter tasks given more frequently.</li> <li>• Provide the student with more than sufficient time to complete assignments. Let the student know exactly how much time s/he has to complete the work. Gradually reduce the completion time for assignments as the student demonstrates success.</li> <li>• Have the student time his or her rate of completion.</li> <li>• Help the students with the first few items of the task.</li> <li>• Have the student explain what s/he thinks should be done and how long s/he needs to complete it.</li> </ul>
Submits assignments without regard for accuracy, quality or neatness	<ul style="list-style-type: none"> <li>• Provide student with self-checking materials, requiring correction before turning in assignments.</li> <li>• Ensure that the student has access to appropriate reference materials like a number line, multiplication chart, formula table, etc. to use when reviewing work.</li> <li>• Maintain consistency in assignment format and expectations</li> <li>• Have the student complete a practice assignment before submitting one for a grade.</li> <li>• Interact with the student frequently to reinforce an expectation for quality work.</li> <li>• Have the student maintain a chart representing the number of completed tasks and the accuracy rate for each.</li> <li>• Modify instructions to include more concrete examples to facilitate student learning.</li> <li>• Provide students with appropriate models and exemplars.</li> </ul>
Blames self for situations beyond his/her control	<ul style="list-style-type: none"> <li>• Explain to the student that s/he should be happy with his or her best effort.</li> <li>• Emphasize individual differences and that everyone has strengths and weaknesses.</li> <li>• Provide student with evidence of his or her own ability in order that s/he might understand that self-blame is unwarranted.</li> </ul>

**Strategies for Investing Students in Their Work (continued)**

Ignores consequences of his/her actions	<ul style="list-style-type: none"> <li>• Communicate with parents.</li> <li>• Help student realize that all actions have positive and negative consequences. Encourage student practice behaviors or actions that will lead to positive consequences.</li> <li>• Discuss consequences with the student before the onset of the activity.</li> <li>• Reward compliance.</li> <li>• Provide constant, positive reinforcement of desired actions.</li> <li>• Each time a consequence is issued, positive or negative, have the student explain why s/he thinks it happened.</li> </ul>
Expresses apathy towards school activities and assignments	<ul style="list-style-type: none"> <li>• Call on the student when s/he can answer successfully.</li> <li>• Provide a full schedule of daily events to the student and build in opportunities for choice or self-selection.</li> <li>• Avoid competition. Failure may cause the student to lose interest or not participate.</li> <li>• Provide student with multiple ways to be successful on the same assignment.</li> <li>• Evaluate the appropriateness of the task in relation to the student's ability level.</li> <li>• Determine the student's preferred activities and interests and incorporate them into the daily program at various points throughout the day.</li> <li>• Create a contract with the student about the expectations and what reinforcement will be made when the terms of the contract have been satisfied.</li> <li>• Express a personal interest in the student beyond school.</li> <li>• Avoid embarrassing the student by criticizing or demeaning him or her.</li> </ul>
Displays a preoccupation with concerns over home or personal situations	<ul style="list-style-type: none"> <li>• Discuss concerns with appropriate school staff to determine if further investigation is warranted.</li> <li>• Take time to listen so that the student realizes that your concern is genuine.</li> <li>• Provide the student with opportunities for social and academic success.</li> <li>• Make the necessary changes in the environment to prevent the student from experiencing stress, frustration or anxiety.</li> <li>• Have peers invite students to participate in classroom activities.</li> <li>• Try various groupings to determine the situation in which the student is the most successful.</li> <li>• Avoid discussion of topics sensitive to the student (e.g., divorce, death, alcoholism, etc.)</li> <li>• Provide the student with opportunities for special project responsibilities, leadership etc.</li> <li>• Reinforce student improvement rather than expecting excellence.</li> <li>• Choose a student peer to work directly with the student.</li> </ul>

**Source:** McCarney, S. & Wunderlich, K. (2006) *Teacher's Resource Guide*. Hawthorne Educational Services, Inc.

## Teach 9: Building a Supportive, Learning-Focused Classroom Community

### Strategies

#### When calling on students

- Call students by first name
- Use nametag or name tent
- Acknowledge students when they raise hands
- Pause or provide students think time
- Use *Equity Sticks* or *Popcorn Conversations* to ensure everybody has the opportunity to be heard

##### *Equity Sticks*

Write each student's name on a popsicle stick and place all the sticks in one cup. Pull a stick out of the cup at random and ask for a response from the student whose name is on that stick.

##### *Popcorn Conversation*

Teacher starts by asking a question, then, calls Student 1. Student 1 may answer the question or call any classmate for help. If Student 1 answer is correct, s/he formulates a new question and calls another student to answer the new question. The process continues until everybody has participated.

#### When responding to students' answers

- Give appropriate praises or recognition for noteworthy effort or success at difficult tasks such as "Way to go!" or "Excellent answer!"
- Redirect to get more, build, and extend: "Okay. You're on the right track. Judy, would you add anything?"
- Give students ample 'wait' time before responding
- Ask student to elaborate his answer: "Can you say a little more?" "You may need to be more specific, Jane."
- Cue and scaffold towards the correct answer.

##### *Cue*

Teacher validates what is right or good about an answer and then provides a cue: "Your answer would be right if I asked for the formula for the circumference. The formula for the area of a circle is a little different. Do you remember anything about the use of exponents in that formula?"

#### When students do not answer

- Repeat or paraphrase the question
- Pause or give students 'think' time before responding
- Cue or ask a simpler question
- Provide choices for the answer
- Instruct the student to say, "I need more time to think." Or "I don't know yet. Please come to back to me."
- Use grouping strategies such as *Think, Pair, and Share*.

##### *Think, Pair, and Share*

Teacher asks a question and asks students to think about their answers individually. Students pair up with their seatmate (elbow partner) to answer the question. After a paired conversation, teacher calls for volunteers to share their discussion.

**Strategies to Interact Positively and Respectfully with Students (continued)****When giving help**

- Clarify what the student means. If a student says “I can’t do this,” teacher should probe: “What part of number 4 is not clear? I know you can do it because you’ve done the first 3 problems correctly.”
- Monitor students’ nonverbal demeanor, i.e. fidgeting or looking down on the floor.
- Provide appropriate feedback.
- Acknowledge students’ efforts.
- Use of teacher assistance such as *Shadowing* or *Fading*.

*Shadowing*

Teacher provides appropriate assistance or encouragement while the student is working. Direct or guided assistance is provided as needed.

*Fading*

Teacher provides a high level of assistance at the beginning of the activity. As the student progresses throughout the process, the level of teacher assistance is reduced until the student can work independently.

**Responding to student performance or errors**

- Smile or nodding when students do well;
- Give a thumbs up or clapping when students do well;
- React to a change in performance by giving verbal praises such as “Nice work revising your essay!”
- Provide positive feedback before the constructive criticisms;
- Choose appropriate words when reacting to unmet expectations;
- Choose the right time, place and strategy when providing feedback such as one-on-one *Conferences* or *Praise and Polish*

*Conferences*

Face-to-face discussions between the teacher and the student. This enables the teacher to provide individual guidance or feedback about the student’s work.

*Praise and Polish*

Teacher provides at least 3 positive feedback (Praise) and at least 3 constructive criticisms (Polish) about the student’s performance/product.

**When assessing**

- Explain class policies around making up or retaking assignments or tests;
- Use a grading system that is inclusive of all students’ abilities and needs;
- Communicate students’ progress appropriately and on regular basis;
- Involve students in the process of assessment such as *Self-Evaluation* and *Peer-Critique*.

*Self-Evaluation*

Using a rubric, the teacher asks students to grade his/her work.

*Peer-Critique*

Teacher asks students to group themselves (2-4 students per group). Student 1 presents his/her work, then, the rest of the group assesses the output using a rubric. The process continues until all students’ have presented and are assessed.

## Teach 9: Strategies to Reinforce Positive Behavior and Work

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Calling parents to recognize success.</li> <li>• Employing teaming/grouping strategies.</li> <li>• Having short, individual conversations to affirm positive behavior.</li> <li>• Non-verbally recognizing positive behavior (e.g., smiling, giving a thumbs-up or a high-five).</li> <li>• Using individual and/or class incentives.</li> </ul> | <ul style="list-style-type: none"> <li>• Tracking behavior through charts on walls or desks.</li> <li>• Verbally recognizing positive behavior like saying “Good work!” or “Impressive!”</li> <li>• Using cues to remind students (e.g., putting a finger on lips or raising a hand).</li> <li>• Program such as Student of the Week to recognize students with exemplary behavior and work habits.</li> </ul> |
|---|--|

## Teach 9: Guidelines for Implementing Positive Reinforcers

EFFECTIVE POSITIVE REINFORCER...	INEFFECTIVE REINFORCER...
1. Is delivered contingently and progressively.	1. Is delivered randomly or unsystematically.
2. Specifies the particulars of the accomplishments.	2. Is restricted to global positive reactions.
3. Shows spontaneity, variety, and other signs of credibility; suggests clear attention to the students’ accomplishments.	3. Shows a bland uniformity that suggests conditional response made with minimal attention.
4. Rewards attainment of specified performance criteria (which can include effort criteria).	4. Rewards mere participation, without consideration of performance, processes, or outcomes.
5. Provides information to the students about their competence or the value of their accomplishments.	5. Provides no information at all or gives students no information about their status.
6. Orients students toward better appreciation of their own task-related behavior and thinking about problem solving.	6. Orients students toward comparing themselves with others and competing.
7. Uses students’ own prior accomplishments as the context for describing present accomplishments.	7. Uses accomplishments of peers as the context for describing students’ present accomplishments.
8. Attributes success to effort and ability, implying that similar successes can be expected in the future.	8. Attributes success to the ability alone or to external factors such as luck or low task difficulty.
9. Fosters endogenous attributions (students believe that they extend the effort in the task because they enjoy the task and/or want to develop task-relevant skills).	9. Fosters exogenous attributions (students believe that they extend effort on the task for external reasons—to please the teacher, win a competition or reward, etc.)
10. Focuses students’ attention on their own task-relevant behavior.	10. Focuses students’ attention on the teacher as an external authority who is manipulating them.
11. Fosters appreciation of, and desirable attributions about, task-relevant behavior after the process is completed.	11. Intrudes into the ongoing process, distracting attention from task-relevant behavior.

## Teach 9: Promoting Positive Language

Negative Language	Positive Language	Non- Example	vs.	Example
Is not / are not	Is / are	Jonathan is not listening to me right now.	vs.	Thank you Amber, Marcus and Jennifer. I see you are listening carefully.
Problem	Situations	What is your problem? Why do you keep hitting people?!	vs.	This is the second time you were involved in a violent situation. I am going to have to...
Always/ Never	Often/ Rarely	You never listen when I ask you to stay seated. You are always out of your seat! Sit down!	vs.	I rarely have to tell Darius to sit down because often times, he is already seated and attentive.
Should Have	Could Have	You know you should have been working on your class work instead of wasting time talking to Tasha.	vs.	Ben, you could have been working with your group on the assignment instead of talking to Tasha.
Bad	Unwise	Skipping class was a bad decision on your part because now you do not understand the work.	vs.	Skipping class yesterday was not a wise decision. I hope you can make up the work so you can catch up with the rest of the class.
Mistakes	Valuable Lessons	Screaming at Alfonzo like that was a big mistake.	vs.	I hope you learned a valuable lesson about talking to people. It is important to speak respectfully.
Do Not	You will	Do not talk while I am talking. That is very rude.	vs.	While I am speaking, I expect that you will respect my time to share information.

Using **I Messages** is an important way to show respect for students while still maintaining authority in the classroom.

Non- Examples	Examples
"Every time I give you a marker, you leave the cap off. Why are you so irresponsible?!"	"When I give you a marker and you leave the cap off, I end up with fewer markers for my other classes. I feel like you do not value my materials."
"You talk way too much!"	"Right now I am trying to explain exponents. When you talk while I am talking, it interferes with your learning and the learning of other students."

## Increase Effectiveness: How to Do This

This section provides teachers with guidance on how to increase the effectiveness of their instructional design and delivery to ensure all students master the learning standards.

### Increase Effectiveness 1: Assess Student Progress

1. **Define mastery. “How will you know your students have mastered the learning goal(s)?”**
  - For instance, students demonstrate an understanding of the circulatory system by identifying the parts and functions of the system.
2. **Consider the quality and alignment of pre-made assessment tools. Adopt or modify these tools, as needed.**
  - For instance, a math teacher finds a chapter test in the textbook to assess students’ mastery of fractions. The teacher uses two-thirds of the test and creates three additional word problems aligned with the content standards covering fractions.
3. **If creating your own assessment, choose appropriate assessment methods and design assessment items.**
  - For instance, a social studies teacher develops an assessment which asks the students to label and explain the purpose of the parts of a map.
4. **Assess students.**

### Increase Effectiveness 2: Track Student Progress Data

1. **Use tracking systems that are efficient and easy to use.**
  - Grading programs (e.g., Excel, Grade Pro)
2. **Routinely and promptly organize data in a meaningful way.**
  - Check attendance daily
  - Grade assessments, constructed responses, exit slips
3. **Determine student progress and mastery towards goals.**
4. **Share progress with students and stakeholders.**

### Increase Effectiveness 3: Improve Practice and Re-Teach in Response to Data

1. **Look for trends in data that identify gaps in students’ progress towards achievement goals.**
  - For instance, 50% of students incorrectly answered same question on the DC BAS.
2. **Identify possible instructional factors that may have contributed to gaps in students’ progress.**
  - For instance, a teacher may identify ineffective instructional delivery or a misaligned assessment as negatively impacting student progress.
3. **Generate possible solutions to identified gaps in student achievement.**
  - For instance, a teacher contacts her Instructional Coach for strategies to improve her classroom management system.
4. **Strategically revise instructional approaches and reteach to ensure that students master the learning objective.**
  - For instance, a teacher re-introduces the lesson using a media clip as an alternative to a lecture format.
5. **Thoughtfully modify long-term plans to ensure student success and mastery.**

## Increase Effectiveness 1 & 2: Examples of Student Progress Monitoring

### Student Tracking

Effective teachers provide students with tools to keep track of their own progress throughout a unit. Well-designed student trackers allow students to self report their grades on exit slips, quizzes and unit exams. Below is an example of an effective student tracking system.

### Academic Progress

*Directions:* Review your Unit 3 Exam and complete the following sheet. Write down the score you received for each standard number. Give yourself a sticker in the *master* box if you scored 80-99% or a sticker in the *Genius* box if you scored 100% for that standard.

Mastery Goal: 80% on each exit slip

Date	Standard #	<u>Topic</u>	<u>My Score</u>	80-99% <i>Master!</i>	100% <i>Genius!</i>
5/13	10.1.6	Industrial Revolution-Cause/Effect & Inventors	65%		
5/15	10.5.12	Ernest Hemingway & the Lost Generation	85%	😊	
5/16	10.6.1	Bolshevik Revolution & Vladimir Lenin	90%	😊	
5/24	10.6.2	Joseph Stalin	75%		
5/25	10.6.3	Adolf Hitler's rise to power	90%	😊	
	<b>Overall (Average)</b>		81%	😊	



## Behavioral Progress

The Student Daily Behavior Tracker allows students to reflect on their own actions and how they affect their progress. Students are provided with sentence starters to help them appropriately address how they behaved during the class period. Behavior trackers are interactive when teachers respond to student reflections.

### Student Daily Behavior Tracker

**KEY:**

5=Excellent  
4=Good

3=Satisfactory/Room for Improvement  
2=Needs Work

1=Unsatisfactory

<u>Date:</u> 8/24/09  Call Outs: <u>    3    </u> Respect: <u>    4    </u> On-Task: <u>    3    </u> Write 2 sentences about why you rated yourself this way:  I called out twice during the beginning of the lesson.	<u>Date:</u>  Call Outs: <u>                    </u> Respect: <u>                    </u> On-Task: <u>                    </u> Write 2 sentences about what you learned:	<u>Date:</u>  Call Outs: <u>                    </u> Respect: <u>                    </u> On-Task: <u>                    </u> Write 2 sentences about what you learned:
<u>Date:</u>  Call Outs: <u>                    </u> Respect: <u>                    </u> On-Task: <u>                    </u> Write 2 sentences about why you rated yourself this way:	<u>Date:</u>  Call Outs: <u>                    </u> Respect: <u>                    </u> On-Task: <u>                    </u> Write 2 sentences about why you rated yourself this way:	<u>Weekly Reflection:</u>  This week, I was very distracted because Ms. Evans changed my seat. I think the reason I didn't do well on my test was because I was angry that I had to sit with all boys. I hope Ms. Evans will change my seat back so I can focus on my work.

## Increase Effectiveness 3: Lesson Reflection Questions

<b>Objective</b>	
<b>Assessment Type</b>	<b>Assessment Critique</b>
What type of assessment was used? (exit slip, white board, quiz, unit exam)	<ol style="list-style-type: none"> <li>1. Am I looking <b>beyond students' final answers</b> (correct/incorrect) to evaluate the work they are showing to reach their answers?</li> <li>2. What does the students' work tell me about <b>their understanding or misunderstanding</b> of the lesson?</li> <li>3. What specific <b>knowledge and skills</b> did students understand and misunderstand?</li> <li>4. What <b>evidence</b> do I see that points to students exhibiting an understanding or misunderstanding of the knowledge and skills assessed?</li> </ol>
<b>Teacher Actions</b>	
<ol style="list-style-type: none"> <li>1. When during the lesson did I teach the key points I assessed?</li> <li>2. Did each part of the lesson cycle serve its intended purpose?</li> <li>3. Did I emphasize the key points and build on them in each part of the lesson cycle?</li> <li>4. Did I check for understanding during the lesson to gather evidence about what students understood?</li> <li>5. At what point in the lesson cycle did students begin to struggle?</li> <li>6. How did I readjust my lesson to explain the key points more clearly or in a different manner if I noted students did not understand?</li> <li>7. How do the learning goals and objectives in this unit build on one another? Have I made these connections clear to students?</li> </ol>	
<b>Re-teaching Reflection</b>	
If necessary, how and when do I intend to re-teach the material?	